



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

08X467

School Name:

MOTT HALL COMMUNITY SCHOOL

Principal:

BENJAMIN BASILE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Mott Hall Community School School Number (DBN): 08X467
Grades Served: 6-8
School Address: 650 Hollywood Avenue, Bronx, NY, 10465
Phone Number: (718) 829-3254 Fax: (718) 829-3859
School Contact Person: Jean Jeanty Email Address: Jjeanty2@schools.nyc.gov
Principal: Benjamin Basile
UFT Chapter Leader: Tamara Birkbeck
Parents' Association President: Colleen Hill
SLT Chairperson: Peter Del Debbio
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx N.Y. 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718) 828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Benjamin Basile	*Principal or Designee	
Tamara Birkbeck	*UFT Chapter Leader or Designee	
Colleen Hill	*PA/PTA President or Designated Co-President	
Rosa Cipolla	DC 37 Representative (staff), if applicable	
N/A	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>	
Jairo Martinez	CBO Representative, if applicable	
Peter Del Debbio	Member/ Chairperson	
Lisa Mateo	Member/ Parent	
Cathy Panarese	Member/ Parent	
Emilia Albo	Member/ Teacher	
Yasemin Tomko	Member/ Teacher	
Bigalecio Coleman	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mott Hall Community School (MHCS) is a 6-8 middle school located in the Throggs Neck section of the Bronx. The current enrollment is 221 students with the following breakdown:

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School Level

Middle Schools	221	100%
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Gender

Female	107	48.42%
Male	114	51.58%

Ethnicity

HISPANIC	152	68.78%
ASIAN	4	1.81%
BLACK	25	11.31%
WHITE	40	18.10%

English Language Learners (ELL)

ELL	15	6.79%
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Special Education

General Ed	167	75.57%
Least Restrictive Environment	38	17.19%
Most Restrictive Environment	16	7.24%

The mission of Mott Hall Community School is to develop the academic and social skills of adolescents through an intellectual challenging curriculum in science, technology, and mathematics. We engage students in the work of real scientists, engineers, architects, mathematicians, and technology professionals to model the future careers in the global market.

We aim to equip students, academically and socially, with the tools they need to succeed in high school, college and their careers. Our school will develop leaders who are prepared to influence the forces that shape their communities, the nation, and the world. To accomplish this goal, our strengths are that we have invested in Common Core aligned curricula in the core subjects to prepare our students for the challenging demands of the new standards. We provide after school academic support for our students in need of intervention and also provide academic intervention during the school day in small group AIS. We offer Regents courses in Common Core Algebra and Living Environment and provide test preparation for the Specialized High School Examinations for our 7th Grade students.

To meet the Citywide Instructional Expectations, we offer advisory to all students to ensure that systems and structures are in place so that each student is known well by at least one staff member. Our 2015-2016 Instructional Focus is:

Students will engage in high-quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking. To support our Instructional Focus, we have partnered with the American Reading Company to offer the 100 Book Challenge to help support student literacy development. We are also utilizing Ready to assess student mastery of the common core standards and are providing AIS for all students in need of further supports after school and during the school day. We have partnered with Community Based Organization Xposure to expose children and adolescents in to the worlds of Science, Technology, Finance, Work Ethic, Nutrition, Community Service and stronger Parent/Child Partnerships. We have also partnered with Beacon after school to provide homework help, sports and activities designed to promote academic and social well-being.

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

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

The key areas of focus for the 2015-2016 School Year are:

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

Our 2015-2016 Instructional Focus is:

Students will engage in high-quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking.

08X467 School Information Sheet

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In reflecting on our areas of need in Tenet 3, Mott Hall Community School (MHCS) will work to support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards and also ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum are instrumental in stimulating higher-order thinking and building deep conceptual understanding and knowledge for all students.</p> <p>Our Strengths:</p> <p>According to the Framework for Great Schools, a successful classroom requires a strong curriculum—aligned to the Common Core— that challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft. We are continuing to utilize CCLS aligned curricula Code-X and CMP3 and we are utilizing the NYC Scope and Sequence Curricula for science and for social studies. We have provided time in our schedule for Grade Level and Content Area Meetings where teachers share best practices, analyze curricula to make adjustments to raise student achievement and analyze student work. We will be partnering with external curriculum experts to foster teacher collaboration within and across grades and subjects to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.</p>		

Our Needs:

Based on the most recent. Quality Review, MHCS needs to expand on the process of the refinement of CCLS aligned curricula across all grades and content areas in order to build coherence and emphasize rigorous skills to prepare all students for the next level.

Priority Need:

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

Action Plan:

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

Part 2 – Annual Goal

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

During the 2015-2016 School-Year, Professional Learning Communities will work together to produce unit plans that are CCLS-aligned, utilize DOK Level 3 and 4 activities and performance tasks, and engage students in higher order thinking and discussion that will result in 3% increase in students meeting proficiency levels on the ELA and Math state exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A. Utilize time Mondays and Tuesdays after-school and during the school day to allow for content area and grade level Professional Learning Communities to examine curriculum and to analyze student work. (SOP 3.4)</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, School Leaders</p>
<p>B. Partner with Generation Ready coaches and consultants to monitor and make necessary adjustments to all curricula ensuring high levels of cognitive challenge for all students, including</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, School Leaders, Coaches and Consultants</p>

ELLs and students with disabilities. (SOP 3.3)			
C. Provide opportunities for teachers to inter-visit highly effective colleagues to engage in cross-grade conversations, be exposed to exemplar curriculum models and highly effective instruction. (SOP 3.2)	Teachers	September 2015 – June 2016	Teachers, School Leaders, Coaches and Consultants
D. Frequently throughout the year, school leaders and teacher leaders will analyze and aggregate scores from various assessments by grade, subject and department in order to share findings and plan for next steps to support student outcomes. (SOP 3.3)	Teachers	September 2015 – June 2016	Teachers, School Leaders, Coaches and Consultants

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>A. Grade Level and Content Area Professional Learning Communities will be scheduled afterschool on Mondays and Tuesdays to promote data analysis, inquiry, curriculum reviews and curriculum adjustments</p> <p>B. Administrative support as well as partnerships with consultants and Network coaches</p> <p>C. Per diem and per session resources will be used for teacher coverages for peer school visits</p> <p>D. Teacher leader meetings will be held during the school day to analyze student data. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study. Cabinet meeting times will be scheduled every Monday to evaluate calendar of collaborative practices.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<p>A. Weekly, Professional Learning Communities (PLC) will incorporate protocols to analyze student work, refine curriculum and consistently collaborate within and across grades and subjects to deliver and rigorous Common Core-aligned units of study as evidenced by meeting agendas, curricula artifacts and classroom observations.</p> <p>Timeframe: Weekly meetings, February 2016 Progress Monitoring</p>											

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

Timeframe: Periodic meetings, February 2016 Progress Monitoring

C. By June 2016, PLCs will conduct an inter-visitation of a peer school and turnkey best practices to entire staff during Monday afternoon professional development.

Timeframe: A minimum of 2 Peer School Visits, by June 2016, February 2016 Progress Monitoring

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

Timeframe: Monthly, September 2015 – June 2016, February 2016 Progress Monitoring

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In reflecting on Tenet 5, Mott Hall Community School has created structures to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.</p> <p>Our Strengths:</p> <p>For the 2015-2016 School year, we have partnered with high quality organizations, Xposure, CHAMPS and Beacon to provide after-school enrichment and homework help to all participating students. We have incorporated electives into the schedule to allow students to choose between music and art. We have a PBIS point system to recognize positive behavior and a School Implementation Team (SIT) that meets weekly to plan interventions for at risk students. MHCS has an active Student Government that participates in the decision making process with School Leaders. We also have a full time guidance counselor who facilitates peer mediation and at-risk counseling for those students in need.</p> <p>Our Needs:</p> <p>The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs.</p>		

Part 2 – Annual Goal

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

By June 2016, staff and students will participate in comprehensive programs to promote student enrichment, academic support, personal behaviors for success and individualized student goals resulting in a 10% reduction of Principals and Superintendent suspensions as evidenced through OORS reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A. School leaders will update school-wide discipline policy and will collect and analyze administrative data to identify patterns and trends to plan targeted intervention.</p>	<p>Students</p>	<p>Sept 2015-June 2016</p>	<p>School Leaders, Guidance Counselor and School Implementation Team</p>

B. Provide class time for all students dedicated to social and emotional development. Students will learn key academic and social, emotional and civic skills and dispositions that will support school – and life – success.	Students	Sept 2015-June 2016	School Leaders, Guidance Counselor and teachers
C. Maintain school-wide PBIS to increase the capacity of MHCS to educate all students utilizing research-based school-wide, classroom, and individualized interventions.	Students	Sept 2015-June 2016	School Leaders, Guidance Counselor and teachers
D. Work with teachers and partner with community organizations to provide after-school activities, academic support, enrichment and staff professional development to support student social and emotional developmental health needs and academic success.	Students	Sept 2015-June 2016	School Leaders, Community Partnerships

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
A. OORS meetings once a month with Response to Intervention Team meetings, weekly cabinet meetings with school leaders, RTI/ PBIS Workshops											
B. Class time during the school day											
C. OORS meetings once a month with school leaders, Response to Intervention Team meetings, weekly cabinet meetings, RTI/ PBIS Workshops, R.O.A.R Store materials, tangible incentives for students											
D. Partnerships with Xposure, Beacon and CHAMPS. After-school Academic Intervention Support											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

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

A. School Leaders will meet on a monthly basis, December 2015 – June 2016, to analyze OORS data to identify patterns and trends and evaluate the effectiveness of all interventions.

B. School Leaders and Guidance Counselor will meet monthly through June 2016, to analyze anecdotal data to identify patterns and trends and evaluate effectiveness advisory curriculum.

C. Parent Coordinator, Student Government and school leaders will meet on a monthly basis, September 2015 – June 2016, to analyze anecdotal data to identify patterns and trends and evaluate effectiveness of PBIS Initiatives.

D. School Leaders and CBO Directors will meet on a monthly basis, September 2015 – June 2016, to analyze attendance data, program attendance and evaluate effectiveness of CBO Initiatives.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to our most recent Quality Review, “Access to the curricula for all students, and a push to cognitively engage them through rigorous activities and extensions to their learning,” is not ensured. Consequently, “Not all learners are meeting the demands to close the achievement gap, as evidenced in some assessment data and student work products.”</p> <p>Our Strengths:</p> <p>We have provided time in our schedule for Grade Level and Content Area Meetings, we provide professional development on best practices to improve instruction and provide opportunities for teachers to attend external professional development opportunities. We utilize data to inform instruction and we utilize expert coaching support to develop our teachers. We are incorporating the 100 Book Challenge to encourage students to read for 30 minutes in school and 30 minutes at home. Furthermore, quantity practice targets are set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students.</p> <p>Areas of Need:</p> <p>MHCS will work to support teachers to stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.</p> <p>Priority Need</p>		

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

Part 2 – Annual Goal

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

By June 2016, all teachers will engage in the collaborative inquiry process in Professional Learning Communities to refine curriculum maps and rigorous Common Core-aligned units of study to ensure access for all student groups resulting in a 3% increase in students meeting proficiency levels on the ELA and Math state exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A. Weekly department Professional Learning Communities (PLCs) where teachers and school leaders</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>School Leaders, Generation Ready Coaches, Teachers’ College coaches, teacher leaders.</p>

<p>analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. Discipline-specific teams collaboratively look at student work across grade levels in order to gain a longitudinal perspective on the strengths and weaknesses of the school's curriculum and pedagogy, and teachers are able to share successful practices and activities with their departmental colleagues. (SOP 4.2)</p>			
<p>B. Understanding by Design template and principles will be the framework for unit planning in all core subject areas, and each unit will be aligned to Common Core Learning Standards in literacy and mathematics. Webb's Depth of Knowledge will be the framework for designing questioning and discussion techniques, as well as infusing and tracking higher-order thinking skills in the curriculum. Universal Design for Learning will be the framework for differentiating instruction and providing access to all learners, including the development of multiple entry points for ELLs and students with disabilities. Incorporate 100 Book Challenge for all students. (SOP 4.3)</p>	Teachers	September 2015 – June 2016	School Leaders, Generation Ready Coaches, Teachers' College coaches, teacher leaders.
<p>C. Professional development in unit and lesson planning will be facilitated with all teachers, including: lesson</p>	Teachers	September 2015 – June 2016	School Leaders, Generation Ready Coaches, Teachers' College coaches, teacher leaders.

plan clinics with network achievement coach, PD cycles in the implementation of the Core Curriculum in ELA and math facilitated by publishers and central DOE curriculum staff, PD cycles in refining curriculum maps, unit and lesson plans to align with the Common Core Instructional Shifts facilitated by literacy and math consultants, and additional PD facilitated by school leaders. (SOP 4.2)			
D. School leaders will gather, assemble, and disseminate school-wide data for administrative and pedagogical review to inform instruction. (SOP 4.5)	Teachers	September 2015 – June 2016	School Leaders, Generation Ready Coaches, Teachers' College coaches, teacher leaders.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
A. Monday professional development sessions and Content Area Meetings, Tuesday Grade Level Meetings, LASW Protocols, curriculum maps, coaches											
B. Understanding by Design Framework, Webb’s Depth of Knowledge Framework, DOK Level Charts, 100 Book Challenge leveled library, American Reading Company coaches, Teachers’ College coaches and Generation Ready coaches.											
C. Monday professional development sessions and Content Area Meetings, Tuesday Grade Level Meetings, LASW Protocols, curriculum maps, external coaches and curriculum experts, Differentiated professional development, <i>Texts: Focus , Teach Like a Champion, Results Now, Danielson Framework for Teaching</i>											
D. Weekly Cabinet Meetings, multiple data sources and student work samples											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A. On a weekly basis, through June 2016, school leaders will sit in on teacher team meetings to evaluate effectiveness of grade content meetings.

B. On a monthly basis, September 2015 – June 2016, school leaders will evaluate the implementation of the 100 Book Challenge, evaluate best teaching practices for all students including using UDL strategies for ELLs and SWDs. Curriculum and lesson plans will be evaluated through frequent observations and classroom walkthroughs based on the Danielson Framework.

C. On a weekly basis, September 2015 – June 2016, school leaders will evaluate best teaching practices for all students including using UDL strategies for ELLs and SWDs. Curriculum and lesson plans will be evaluated through frequent observations and classroom walkthroughs based on the Danielson Framework.

D. On a quarterly basis, September 2015 – June 2016, school leaders will evaluate the impact of student data on classroom instruction.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to our most recent Quality Review, it was recommended that MHCS, "Strengthens the alignment between teacher practice and the school's beliefs about learning, to ensure high levels of engagement and thinking, so that all learners reach their full potential."</p> <p>Our Strengths:</p> <p>School Administration looked at observation data from the previous year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth.</p> <p>Our Areas of Need:</p> <p>Focus on open-ended questions that invite discussions among students is not yet the norm. For example, during the last Quality Review, classroom teachers asked questions directed to individual students, yet follow-up questions about how they arrived at an answer were not always prompted.</p>		

Part 2 – Annual Goal

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

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

By June 2016, all teachers will provide coherent CCLS aligned instruction through the infusion of UDL, checks for understanding and high order thinking strategies resulting in a 3% increase in students reaching proficiency on the NYS Math and ELA Exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A. Formal and informal observation cycles aligned to the Advance teacher evaluation system provide feedback and next steps to teachers to facilitate differentiation in the classroom. Observations will occur monthly from September until April. Feedback from prior observations will be cycled</p>	<p>Teachers and Students</p>	<p>September 2015 – June 2016</p>	<p>School Leaders and PD Committee</p>

into the next observation to ensure that all feedback is actionable. (SOP 2.5)			
B. Professional development surrounding the domains of the Danielson framework will be provided to all staff, facilitated by school leaders, instructional leads in literacy and math, administrative interns, network achievement coaches, and outside consultants. (SOP 2.5)	Teachers and Students	September 2015 – June 2016	School Leaders and PD Committee
C. Weekly department meetings where teachers and school leaders analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. (SOP 2.3; 2.4)	Teachers and Students	September 2015 – June 2016	School Leaders and PD Committee
D. Students requiring additional targeted instruction beyond the regular school day will be referred to extended day tutoring on Wednesdays and Thursdays for 90 - minute blocks of small-group targeted instruction. Data sources are consulted and utilized to refine student groupings based on analysis of the most current data. Usage of 100 Book Challenge and technology equipment will help support student academic and social needs.	Teachers and Students	September 2015 – June 2016	School Leaders and PD Committee

Part 4 – Budget and Resource Alignment

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

- A.** Initial Planning Conferences with Teachers, Teacher observation schedule, meeting times for teacher feedback, Danielson Framework for Teaching
- B.** Teacher observation schedule, meeting times for teacher feedback, Danielson Framework for Teaching, PD Committee Meetings, consultants, external professional development opportunities
- C.** Teacher meeting times on Mondays and Tuesdays, PD Committee Meetings, Data analysis meetings
- D.** Multiple student data sources including state test and classroom assessments. Teacher per session for after-school AIS on Wednesdays and Thursdays

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

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

Part 5 – Progress Monitoring

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

- A.** On a monthly basis, September 2015 – June 2016, school leaders will monitor observation calendar and Advance Web Application to identify patterns and trends to plan for professional development.
- B.** On a monthly basis, September 2015 – June 2016, school leaders will review teacher feedback from PD offerings to monitor effectiveness and plan for next steps.
- C.** On a monthly basis, September 2015 – June 2016, school leaders will review student data to evaluate effectiveness of grade level content/department meetings in supporting student success.
- D.** On a monthly basis, September 2015 – June 2016, school leaders will review AIS student progress to evaluate effectiveness of interventions.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In reflecting on how MHCS partners with families and community agencies to promote and provide professional development across all areas to support student success, we recognize a need to plan for opportunities to consistently share data, increase parent attendance and continue to gauge parent interest to plan workshop opportunities.</p> <p>Our Strengths:</p> <p>The entire school community utilizes EngradePro and Global Connect: texting, email and voice messages, monthly information packages, monthly workshops, bi-weekly parent newsletter and weekly parent outreach.</p> <p>We have instituted open office hours on Tuesdays for parents to meet with the Principal, no appointment necessary, to promote dialogue and support student success.</p> <p>We have also instituted a monthly Coffee with the Principal to strengthen communication between parents and the Principal.</p> <p>Our Area of Need:</p> <p>Increase parent attendance at workshops, school sponsored events and parent usage of EngradePro to support student success.</p>		

Part 2 – Annual Goal

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

During the 2015-16 school year, the school will utilize EngradePro, Global Connect and bi-monthly parent newsletters to share data with students and parents, promote dialogue, and provide resources to support student learning and success so that there will be a 3% increase from the baseline assessment to the final Measure of Student Learning (MOSL) performance assessment in April 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>A. The Title I Committee consists of parent volunteers that, in consultation with, and approval of, the School Leadership Team, are</p>	<p>Parents/ Guardians</p>	<p>September 2015 – June 2016</p>	<p>Title I Committee, Parent Coordinator, School Leaders</p>

<p>responsible for allocating Title I funds from the school budget earmarked for parent involvement and engagement. The committee will survey the community, gauging interest on a variety of workshop topics. Based on the results of the survey, the committee will work with the school to secure highly qualified consultants to facilitate workshops that closely match the topics indicated in the survey as highly desirable by the community. (SOP 6.4)</p>			
<p>B. MHCS administration, staff, and parents will collaborate on the development of a parent handbook. This handbook will be distributed to every parent. Additionally, a monthly calendar of Mott Hall events will be distributed to all families as well as maintained on the school website. Mott Hall Community School will increase the number of events parents are invited to, including awards ceremonies, talent shows, and workshops. Additionally, MHCS will improve communication efforts; in addition to backpacking flyers home, the school will make phone calls home, mail letters, follow up with Blackboard Connect calls and emails, and maintain the school website with current information and announcements. (SOP 6.3)</p>	<p>Parents/ Guardians</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, School Leaders, PA Executive Board</p>
<p>C. The parent coordinator will develop and lead parent workshops on topics parents</p>	<p>Parents/ Guardians</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, School Leaders, PA Executive Board</p>

find most useful, including Engradepro online grade book, NYC School Accounts and the Common Core Learning Standards. Also, parent workshops in preparation for state assessments, navigating the school website, the high school selection process, and assisting students with organizational and study skills will be offered. The school will make a coordinated effort to reach out to parents inviting them to chaperone monthly field trips, and encouraging their involvement in dances and other events. (SOP 6.2; 6.4)			
N/A	N/A	N/A	N/A

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
A. Parent Interest Surveys, consultants, workshops											
B. Parent Handbooks, Internet access, monthly parent and student activities											
C. Monthly parent and student activities											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
A. On a quarterly basis, September 2015 – June 2016, the Parent Coordinator will analyze the results of parent surveys.											
B. On a monthly basis, September 2015 – June 2016, the Parent Coordinator will analyze monthly attendance of parent night activities.											
C. On a monthly basis, September 2015-June 2016, analyze the parent participants in the school-wide incentive nights and field trips. Bi-monthly, review the usage activity data of school-wide computer based programs.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State exam data, American Reading Company data, report card information, teacher referrals, NYC data	Ready, Code-X, 100 Book Challenge, Reciprocal Reading	Small group, one-to-one, tutoring	During the school day, after school
Mathematics	Math state exam data, NYC School Account data, report card information and teacher referrals	CMP3, teacher made materials, Ready	Small group, one-to-one, tutoring	During the school day, after school
Science	State exam data, American Reading Company data, report card information, teacher referrals, NYC School Account data	Ready, NYC Science Scope and Sequence	Small group, one-to-one, tutoring	During the school day, after school
Social Studies	State exam data, American Reading Company data, report card information, teacher referrals and NYC School Account data	Ready, Code-X, 100 Book Challenge, NYS Social Studies Scope and Sequence	Small group, one-to-one, tutoring	During the school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SBST referral, Teacher referral, parent request, AP referral, Principal referral, agency referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, PPC team, PPT (Attendance team), At risk counseling, RTI, PIP plans, functional behavioral counseling, academic counseling, Community	Small group, one-to-one, tutoring	During the school day, after school

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

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The Measures of Student Learning Committee will be formed in September 2015, and met multiple times in accordance to the MOSL Committee guidelines supplied by the DOE. This committee will provide the principal with informed input, including the input of staff members via informal survey by committee members, towards the ultimate decisions regarding the selection of appropriate multiple assessment measures.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	Column B

			Verify with an (X)	Section Reference(s)
Title I Part A (Basic)	Federal	162,286.00	N/A	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$40,000	X	11, 15, 18, 22
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	1,752,007.00	X	11, 15, 18, 22

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Mott Hall Community School Parent Involvement Policy

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- MHCS administration, staff, and parents will collaborate on the development of a parent handbook. This handbook will be distributed to every parent.
- A monthly calendar of Mott Hall events will be distributed to all families as well as maintained on the school website.
- Mott Hall Community School will increase the number of events parents are invited to, including awards ceremonies, talent shows, and workshops.
- Mott Hall Community School will improve communication efforts; in addition to backpacking flyers home, the school will make phone calls home, mail letters, follow up with Blackboard Connect calls and emails, and maintain the school website with current information and announcements.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

Mott Hall Community School School-Parent Compact

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

B. Language Allocation Policy Team Composition

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

Principal Benjamin Basil	Assistant Principal Jean Jeanty
Coach Irene Williams	Coach Bil Jackie Negron
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider Ferdousi Rahman	Borough Field Support Center Staff Member Kristy Dela Cruz
Superintendent Dr Karen Ames	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	253	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	13	0	0	4	0	3	0	0	0		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	0								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.
 At Mott Hall Community School, the Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Serviv Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach; Mr B Coleman (Spanish)/Parent President, uses various assessment tools to assess the ELLs in our community. Reading fluency and comprehension are evaluated through 100 Book Challenge and Codex Materials. Teacher created assessments are also used to check for understanding and cognitive abilities. Oral questions as well as writing samples guide instruction and indicate how broad an academic backgroundoffers each ELL offers. This approach provides insights to where the strengths and weaknesses lie and serves as a starting point for instruction for the classroom, in addition to assessments done by Mr O Ling, the ESL teacher. Instruction is then guided and driven based on ELLs baseline performance and benchmarks are noted. This information is used for differrentiation or individulazing instruction and is incorporated in the school's instructional plan as an objective to increase their listening, speaking and writing capabilities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Serviv Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach;reviews inconsistencies which are apparent in the performances of some ELL students. Other students demonstrate a consistency in scores. All would benefit from more oral practice and one on one interactions with schlors which are proficient in English. Data Patterns across performance levels on NYSITELL and NYSESLAT and grades reflect some inconsistencies with some students. In other students, strong gains and insights to where the ELLs are in Second Language Acquisition.
 The NYSITELL confirms the child's eligibility and is only administered once upon registration if there's an indication of a language other than English on the Home Language Survey. The child's score will determine if he or she is entitled to receive services and will determine the level of English Language support. Levels in the NYSITELL include: Entering, Emerging, Transitioning,, Expanding and

Commanding. This test includes multiple choice, short answer response, long written response and oral response questions in listening, speaking, reading and writing. The NYESLAT assess annually English language proficiency. It is aligned to the Common Core Learning Standards and New Language Arts Progressions. There are various Performance Levels. Its focus is through an integrated approach to various modalities. The complexity that it presents is through a grade-level text with a content focus for all levels. It also its relevant because it is instructionally s academic language.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Mott Hall uses Annual Measurable Achievement Objectives (AMAO) to guide instruction and measure achievement. A high quality Language Instruction Program with Activities for ELLs is developed which is in addition to their school instruction. These are formed into a measurable activity which is developed, implemented and administered. The AMAOs are calculations which are based upon the following metrics:

AMAO #1: is regarding percentage of Students Making Progress in English as determined in one of three ways: (A) advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years; (B) making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years; or (C) scoring at the intermediate level or above on the NYSESLAT for students with one data point. The AMAO #2: is regarding the percentage of Students Attaining English Language Proficiency: (A) attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).

In Professional Development is also necessary component in the AMAOs. They are school wide initiatives which unite the staff in leading them to adapt curriculum in order to service all students including ELLs. It assists in keeping the school focused in providing annual increases of ELLs in making progress toward learning English and striving to reach their maximum potential. It is very specific. It indicates the types of professionals who will participate and the target audiences. A long-term, ongoing professional development program is developed with activities which that will include timelines and training. The planned activities are designed to enhance a teacher's ability to understand and use curricula, assessment measures and instructional strategies for LEP students. It is designed to improve the instruction and assessment of LEP students. This is a long term on-going program of sufficient intensity and duration. In this way, the activities will have a positive and lasting impact on teachers' performances in the classroom through a timeline of activities.

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?

ELLs are underperforming their non-ELLs students who are more motivated and are able to follow instruction and do their homework assignments. Lack of achievement is consistent until the ELLs have some understanding of their new instructional surrounding and new language. ELLs who take the test in their home language often do better. They are motivated and get validation for the task they are being assessed in. ELLs in the sixth grade, at times, do better at the beginning of the school year, but are not able to keep up the pace of their non-ELL peers.

School leadership and teachers are using ELL periodic assessment to drive instruction by assessing three modalities: reading, writing and listening. The scores are available on line. Through this they are able to build on the ELLs' strengths and targeting their weaknesses. Check lists can be monitored to show progress and mastery. It will also assist in showing where more work needs to be focused on. Teachers can review with the ELLs' their progress and have them become more motivated and vested in their learning. In addition, Student Inquiry Groups on ELL students are conducted to involve all staff that sees the student.

ELL Periodic Assessments are alligned to NYSESLAT and ELA standards and indicate the starting point of each ELL student. This reflects their strengths and weaknesses. Here, detailed information about student's acqiuition of English reading, writing and listening skills are presented. Item and skill analysis are linked to NYS ESL and ELA standards. Predictive information toward NYESLAT is also offered as well as suggested learning objectives for instruction.

The Home Language is used to let the school know what language is spoken at home. This can intiate trust and a bond necessary to communicate with the ELL and the parent. By drawing in the parenty, Mott Hall establishes a psoitive, trusting, nutrting environment . If other than English, the Language Assessment Battery -Revised is administered. Results from the LAB-R determines ELL entitlement and Support Services. The school is learning that ELL students are coming with their own culture, experiences and prior knowledge. These need to be used to further their education.

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.](#)]

Mott Hall use data, from Response to Intervention . This takes on the form of brief, that efficient and repeated testing of age-appropriate skills or behaviors on all students as well as ELLs works to improve attaining new language skills. These results are used to identify 'at-risk' ELL students who are in danger of academic failure. These scores are monitored for learning difficulties and are assessed to determine the need for supplemental instruction. A multi-tier model (Tier 1, Tier 2, Tier 3) is used to mark progress as an ELL is monitored closely. ELLs can start in a Tier 1 depending on their language proficiency/ score; in classroom/small group. Further interventions can be provided in a small group in Tier 2: pull out in small group. Tier3 intervention are for those ELLs who demonstrate insufficient progress in Tier 2: one on one instruction. The school implements the multi-tier model through a Inquiry Group which meets weekly. ELLs are discussed and progress is noted as each member of the Inquiry Group is assigned a task/strategy to be implemented.

Different assessments and data are also used guide ELL instruction. This takes on many forms (i.e. abbreviated spellings; shorten test format; oral quiz; projects summarizing concepts; home language answers accepted; ipads used to translate responses). Results from a multi-disciplinary approach renders a more complete assessment of where the ELL student is and what the ELL has mastered. This can provide a good discussing point with the Inquiry group and a starting point for further instruction.

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

The ELLs new language development needs to be respected according to the different levels of language development: (Entering; Emerging; Transitioning; Expanding; and Commanding). By using the Target of Measurements, New Language Arts Progressions (ESL/New Language) and the Home Language Arts Progressions (ELA/NLA) teachers can access second language acquisition. Teachers and staff can monitor progress in Reading for literacy, Reading for Information, Speaking and Listening and Writing Common Core Standards according to assigned grade. These progressions can guide instruction by establishing where the ELL are in this progression. Discussions can come about how the school can bring the ELL to the next level of language development. The Home Language Arts Progressions (ELA/NLA) can assist by establishing the literacy/fluency of the native language. In this way, discussions develop regarding ELLs native language knowledge. The school can obtain insight to ELLs former home school education and make informed decisions about possible deficits in the ELLs academic background that might impact the progression to five levels of literacy development.

7. For dual language programs, answer the following:

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

Mott Hall Does not offer a dual Language program.

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

Mott Hall uses various tools to measure the success of the ELLs. Dated portfolios and anecdotal records are kept on all ELL student folders. Code X and the 100 Book Challenge where running records are used for those Early Production and more advanced ELLs. Audio books/ listening centers are also used as benchmarks. In addition, the meeting Adequate Yearly Progress (AYP) is attained by advancing one proficiency level on the NYESLAT between two consecutive years; or making a total gain of 43 points on the NYESLAT; or scoring at the intermediate level or above on the NYESLAT is a great evaluative tool.

Part IV: ELL Identification Process

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

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

Initial identification of ELLs is done by Language Proficiency Team, trained team of pedagogues; Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Service Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach.

The school secretary, Ms L. Diaz (Spanish) alerts the team as she registers the ELL student. The informal oral interview consists of completing the Home Language Identification Survey (HLIS: available 12 languages) and a review of required documents. The HLIS is administered and facilitated by one of the trained pedagogues. A series of questions in the home language which answered by the parent indicating the language that is spoken during those instances whether be it English or Other. (And other means that the home

language needs to be stated). A list of required documents are reviewed and photocopied: most recent report card; Birth Certificate; Immunization Records. Notes are made indicating the home language. All questions addressed to the ELL students and parent are done in a separate room. If the information gathered during the interview indicate that the child might qualify for ELL services, the child is administered a New York State Identification Test (NYSITELL) for English Language Learners. If the home language is Spanish, then Spanish LAB is also administered.

The Spanish LAB is used to support schools in instructional planning in providing bilingual and ESL services to these students. The score will determine ELL eligibility. It will also help teachers plan the best program based on scores received in listening, speaking, reading and writing in English. The parent receives mailed results which will indicate the level (Entering; Emerging; Transitioning; Expanding; or Commanding) and any additional actions. The parent is then asked to attend an ESL orientation Video the parent in their home language as to better orient them to the different ESL Programs which are available (i.e. Transitional Bilingual Education; Dual Language; Free-Standing English as a New Language). Parents then choose an ESL program and this is recorded in Automate the Schools (ATS). All this needs to happen within 10 days of the registration date.

The Parent Coordinator, Ms D. Leidy is also present to assist in speaking to parents about during and after school resources for both parents as well as students. Home Language is also used for BlackBoard Connect where a phone blast system in their home language is used to communicate up-coming events or news of any type. PTA schedules are shared as well as information regarding Academic Intervention Services (AIS), Beacon Program (After School Program) and Exposure Program, based on enrichment activities.

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

Mott Hall uses informal as well as formal assessments in the home language to identify Student with Interrupted Formal Education (SIFE). Oral questions as well as written responses are administered to assess literacy in home language. Teachers who are fluent in the home language, Mr o Ling (Chinese)/ ESL Teacher, Ms R Maschio (Spanish)/Bil IEP, Ms G Mendia (Spanish)/ Spanish Teacher, Ms F Rahman (Arabic)/Related Service Provider, or Mr M Islam (Arabic), assist in administering to parents and well as to students who are suspected to have at least two years less schooling their peers or function at least two years below the expected grade level in reading and mathematics and may be pre-literate in their first language.

SIFE identification is assessed through various ways. It's done through student work, by which the ELL's work is evaluated and assessed for age appropriate knowledge. A questionnaire is also completed in the home by the ELL students in which his reading and writing skills are reviewed. An interview is also conducted with the to confirm suspicions that the ELL is performing below level because of lack of education or interrupted education. This information is then used to better guide ELL instruction.

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).

Newly enrolled students with IEPs have been identified and process by Ms S McGill, the District Administrator of Special Education. The administrator oversees all facets of the special education, including programs, services, personnel and budget. She also facilitates planning, developing, implementing, and administering programs and services to meet identified needs, including development and implementation of new programs and services.

She assists Mr J Jeanty, Assistant Principal, in doing strategic planning meetings which may cover a range of topics, including development of annual benchmarks, testing and compliance goals, opening and closing classes, program development, enrollment forecasting and compliance issues. As a way of providing support, Ms McGill visits schools regularly to troubleshoot issues and to support and mentor teachers and administrators. as well as to offer guidance to help schools and classrooms implement specific individualized education program (IEP) services.

The Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Service Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negrón(Spanish)/ Coach are alerted to new ELL IEP students. Depending on the Home Language, pedagogues are enlisted in assisting the new ELL student. Guardians or parents are ELL/IEP students are the best advocates for their children. They can indicate which services, if any, the children were receiving; and alert possible outcomes based on their experiences. These parents can request a Parent Member who speaks the home language be present. They also have the right to request that the documents be translated into their preferred home language. If necessary, an interpreter can be provided for the parents of ELLS/IEP at the IEP Team meeting.

The Appendix of the ELL Policy and Reference Guide (EPRG) assists in providing a sequence and summary of the steps that are necessary in following the identification policy of ELL students is done in a whole team approach. Some sample required documents are Determination letter signed by principal; Requests of ELL data from former school; Parent Notification Letter; Entitlement Letter; Placement Letter; Default Letter. They are filed to ensure compliance.

Mott Hall must initiate a review of the ELL status determination upon receipt of a written request from any of the following: A student's parent or guardian; A student's teacher (if the teacher's request includes written consent from the parent or guardian); A student of 18 years of age or older. This process must be completed within 10 school calendar days of receipt of written notice; however, if the student has an IEP, then CSE is consulted. Now the process must be completed within 20 school calendar days.

Placement into the ELL program chosen by the parent must be completed within 10 school days and 20 school days for students entering with IEPs.

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

At Mott Hall, the Language Proficient Team (LPT) (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach; Mr B Coleman (Spanish)/Parent President ensure that Entitlement and Non-Entitlement Letters in the parents' home language are distributed within the five school days of having determined eligibility as per the score from the NYSISTEL. Out reach is done in the home language and followed up with school appoitments. Checklists of agreement of notification participation is kept.

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 informed of their options, when they receive their notification letter in their home language which is distributed by the Language Proficient Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach; Mr B Coleman (Spanish)/Parent President.

The Re-Identification ELL Process , as per ELL Policy and Reference Guide, allows Mott Hall-Language Proficient Team, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) to appeal the conclusion. This indicates that the ELL Identification Process must be administered a second time. The Re-identification Process can be done for students who either have a home language other than English, or are ELLs and non-ELLs. Copies of requests for the Re-Identification ELL process are kept in the student's cumulative folder and becomes part of his record.

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.

At Mott Hall, parents are informed of the three Instructional model ELL programs (Bilingual; Transitional or Freestanding English as a New Language) avaialble through parent orientation in the home language, regardless if not all are being offered at the school. In this parent orientation, they can view a Parent Orientation video (available in 13 languages), in their home language, which explains the three Instructional options available, regardless of what's available at the school.

This event is officially recorded with an dated Attendance sheet, video language is recorded, and at least two memebers of the Lanaguage Procient Team are present and have signed in. (Mott Hall can contact the Translation and Interpretation Unit if the language is not spoken from the Language Procient Team.) During the orientation, the Language Proficiency Team also provides information on standards, curriculum, and assessments. Also addressed are Common Core Learning Standards, assessments, and school expectations for English language learners. It is here that the Lanaguage Proficiency Team must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days.

If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in English as New Language, ENL. The Language Proficiency Team or Mr o Ling/ ESL Teacher must document and include attempts to gather initial parent selection preference; documentation is be maintained using existing procedures established by the school. These ELL students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree. This may require the opening of a bilingual program, if there are more than 20 ELLS who speak the same language. The Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/ Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/ Coach; Ms J Negron (Spanish)/Coach is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC screen). The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. For more information on the ELPC screen on ATS. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- The school reaches out to parents through the Language Proficient Team/(Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach; Mr B Coleman (Spanish)/Parent President.) and assists the parent through a video orientation. At the Parental Orientation Video, Parent Surveys and Program Selection (all presented in home Language) are distributed. After viewing the video, guidance is provided to the parents of the ELLs to select the instruction program that they deem the best after viewing the orientation video. Questions that ELL parents may have from the video are addressed. This provides for a better informed selection and a immediate return of forms. If the Program Selection is not returned, ELL students may be placed in ENL as a result of the parents' not returning the survey. This must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree. It may require the opening of a bilingual program, if there are more than 20 ELLs who speak the same language. The Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC).
- The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- In Mott Hall, Parental Surveys and Program Selections(in home language) are usually completed at the parental video orientation with the assistance of the Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach). Those parents who choose to reflect on it and opt to postpone their decision are assigned to a list by which Language Prociency Team/ Mr O Ling/ESL Teacher are aprised to. Out reach is done by Mr W Robinson/ESL Teacher in their home language via phone calls, mailings and visitations from the Mr Robinson, the Attendance Teacher and members of the Language Proficiency Team. These members make out reach and house visits to ensure that the forms are up to date and reflect parental selection. These forms are recorded and updated in ATS, as monitored and facilitated by the Language Proficiency Team/Mr O Ling, ESL Teacher.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement parent notification letters (in the home language), are distributed and monitored by the Language Proficient Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach. They are distributed in school as well as mailed. They have a returned slip indicating that they have understood them and are in agreement. As they are returned, the letters are monitored for completeness, filed in the ELL's folder and entered in ATS.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- At Mott Hall, the Language Proficiency Team/(Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach are responsible for monitoring and maintenance of ELL records. These are kept in the Main Office, in a file cabinet marked ELL information, where other ELL reports and data are kept. A Sign In Log Book is kept to ensure that the Language Proficiency Team and its memebersh have access to ELL information. Original copies are placed with the ELL's Cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach creates and shares the schedule that reflects all the components of administering the NYSESLAT to ELLs in the sixth, seventh and eight grade. This is shared with the staff through Professional Development Days, Newsletters as well as Emails. This is done so that there is no conflict in programming for it. A list of ELLs, based on ATS Reports

ensures that all ELLs are tested. The ELL students are then pulled out and taken to a quiet classroom or the library. Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). They are scored in four components: Speaking, Listening, Reading, Writing for each grade band (5-6; 7-8).

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Mott Hall ensures that continued entitlement and transitional support parent notification letters are distributed through the Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Serviv Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negrón (Spanish)/Coach which closely monitors the ELLs. Continued Entitlement is confirmed by scores by the NYSESLAT. Parent notification letters in the home language are distributed in school and mailed home. Response Slips in confirmation of having received these letters are kept on file in the ELL's cumulative folder. Follow up phone calls or meetings in the home language are done if indicated on confirmation slip. For those parents of ELLs not reacherable an Mr W Robinson, Attendance Teacher is sent to reach out.
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).

The trend at the school, as reflected in the Parent Survey and Program Selection form, seems to indicate a 99% tendency toward a free-standing ENL program. These are recorded in ATS screen and indicate these parents are more comfortable in attending a home zoned school that offers the Free-English as a New Language (ENL) program. That is the model we offer here.

Students who are placed in ENL as a result of the parents' not returning the survey. This must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree.

This mandates that the school open a bilingual program (in the home language) if in kindergarten to grade Eight, there are 15 or more ELL students who speak the same language in one or two contiguous grades. This also applies from grades Nine to Twelve, if there are more than 20 ELL students who speak the same language., a class needs to be opened.

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.

For ELL students, the FreeStanding ENL program provides some instruction in the home language, emphasizing English Language acquisition. The two types are:

- (1) Stand-alone ENL: This is instruction to develop English language skills so that students can succeed in core content courses. This is delivered by a certified ENL teacher, Mr O Ling.
- (2) Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or coteaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

A combination of the push-in and pull out models is practiced in the Free Standing ENL.

This enhances student understanding of English while learning classroom content. At the same time, this provides an opportunity for as well English-proficient peers to serve as language models." Push-in models promote collaboration between the classroom teacher and the ENL teacher, decrease in-class instruction time loss, and decrease student travel time.

- b. TBE program. *If applicable.*

Not applicable.

c. DL program. *If applicable.*

Not applicable.

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, the mandated number of instructional minutes is provided in accordance to the ELLs proficiency level as reflected by the score on the NYESLAT. The five proficiency levels have a mandated total minimum minutes per week in accordance with their proficiency level and grade: If the ELL student is in grade 6, 7, or 8, and is a Beginner/Entering then 360 minutes per week; if Low Intermediate/Emerging, then 360 per week; if Intermediate/Transitioning, then 180 minutes per week; if Advanced/Expanding then 180 minutes per week; if Proficient/Commanding, then 90 minutes per week. The Language Proficiency Team

(Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bilingual IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Service Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach is responsible and monitors that ELL students receive the required number of instructional minutes.

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.

There are three instructional models: the Transitional Bilingual model; the Dual Language Model; and the ESL model.

In a Transitional Bilingual education program, ELLs have an ENL component designed to develop skills in listening, speaking, reading, and writing in English. They also receive a minimum of 2 content-area courses/subjects in the home language and English at the entering and emerging levels. Emphasis is placed on home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. It is interesting to note that all of the students in a TBE program share the same home language. Materials in their home language to foster a reading and content skills in their native language as well as materials in English are used.

In a Dual Language Model, all content-area courses and subjects are taught in the home language and English. A home language arts component is designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. In this model, 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs). Materials in their home language are emphasized to create a mastery of their native language and also emphasize the acquisition of English.

In the ESL Model, ELLs receive part of their ENL through an integrated model, in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction. Core content is delivered to ELL students through a push-in model. Materials in core subjects and in English reflecting different levels of language proficiency. Their home language is used to assist and bridge any possible gaps of understanding.

Mr O Ling, the ESL Teacher circulates and monitors student's comprehension and progress. Re-Stating Content area, stressing one or two main points, peer instruction and modeling responses aids in making information more comprehensible. Grouping ELLs with peers who speak the same language reinforces content area. This consists in making the ELLs feel more successful and motivated in making progress.

Of utmost importance, Mr O Ling/ESL Teacher strives for providing comprehensible input (ie understanding the message that is conveyed); make the lessons visual (ie visual representations of new vocabulary words); link new information to prior knowledge (ie link instruction to personal, cultural, and world experiences); determine key concepts (ie present unit of study in student-friendly terms); modify vocabulary (ie direct instruction of new words with pictures); use cooperative groups (ie work in small groups who speak the same home language if possible); and modify testing and homework (ie drawings; oral). Some methods used by Mr O Ling/ESL Teacher are: (A) the Total Physical Response (ie physical representations); Community Language Learning (ie personal links are fostered to enhance learning); and the Natural Approach (risk-free/ no correction of errors; emphasis is placed on the use of authentic materials). Sheltered English is used to make academic instruction in English understandable to ELL students. Students in these classes are "sheltered" in that they do not compete academically with native English speakers since the class includes only LEP students. In the regular classroom, English fluency is assumed. In contrast, in the sheltered English classroom, teachers use physical activities, visual aids, and the environment to teach important new words for concept development in mathematics, science, history, home economics, and other subjects.

The Mr O Ling, ESL teacher provides content area comprehensible by using the home language. He does this by circulating and monitoring student's comprehension and progress. By Re-stating content area, stressing one or two main points, peer-instruction

through the home language and modeling responses he provides support and reinforces topics and new ideas. These methods are in alignment because the texts which are provided is a complex grade-level text which has been modified and made more comprehensible to the ELL learner.

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

The Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negrón (Spanish)/Coach monitor and do on-going testing in the home languages. In addition, content area testing is translated orally and in written fashion. Responses are then evaluated in both oral or written fashion. In addition, there are on line screeners which can be used to assess content area in the home language.

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

All four modalities, listening, speaking, reading and writing, are evaluated by using different assessment tools. By presenting the test orally, the ELL student's response can be evaluated in terms of comprehension. Responses can be evaluated on an oral bases or by drawing. Reading can be measured in shorten passages with limited multiple choice answers or in a oral fashion. Writing can be assessed with a lap top which has spell check as well as through essays or through a scribe. All this can be facilitated from the Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negrón (Spanish)/Coach; Mr B Coleman (Spanish)/Parent President.

Evaluations or assessments can be formal or informal depending on the ELL subgroup or the modality, listening, Speaking, reading or writing. Assessments can add to the profile of an ELL student. Informal Assessment, would render the ESL teacher, Mr O Ling (and/or Content Area Teacher) the student an opportunity to establish the beginning of an understanding of the topic. This can take on the form of 'thumbs up', or a True and False Resposne. Formal Assessment, is more measureable, and can take on the written word. The frequency of assessment would depend on the ELL student and topic. Mastery of the topic would be of utmost importance.

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

At Mott Hall, differentiated instruction takes many forms by modifying the curriculum in a classroom.

Getting to know as much as possible about each ELL is fundamental and adds to the building of a rapport and trust. This will help setting and enforcing reasonable and attainable expectations.

A) A SIFE/ELL student would benefit from solely being pulled out and one-on-one; one important point at a time can be emphasized; have the ELL repeat and or explain the teaching point to check for understanding. Responses from a SIFE/ELL can be assessed in a check-off list in the home language or in English.

B) A Newcomer/ELL student would benefit from instruction from a peer who speaks the home language. The ELL can be responsible the peer-assigned and learn new vocabulary. Re-assurances that the ELL is not alone creates for a nurturing atmosphere. Support is given in the home language as well as with English.

C) Developing/ELL would benefit from collaborative group where he can hear other's ideas and build the ELL's own; write sentences with vocabulary words/nouns from the lesson. The use of flexible grouping allows teachers to match students with different peers for different types of activities. Support when needed is given in the home language, as well as in English.

D) Long Term/ELL would benefit from working with peers in cooperative groups and leadership roles. Here, the ELL leads the discussion; write sentences with vocabulary words. Support is given in the home language, as well as in English.

E) Former ELLs/ who receive at least one half of one unit of study of ENL (90 minutes per week) for two years after exiting would benefit from leadership roles and 'peer mentoring' which would support the student's language development and academic progress. Support is given in the home language as

needed, as well as in English.

All ELLs are afforded testing accommodations. Some of them are:

1) Time extension (all exams) for ELL students on NYS ELA and content-area assessments and on Regents examinations, such as "time and a half"

2) Separate location (all exams): for ELL students are provided optimal testing environments and facilities .

3) Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times for

ELLs students on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.

4) Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE) for direct one-to-one translation of words; not for definitions.

5) Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. If SED

provides translation of state examinations , then ELLs may use both English and home language edition. This is information that

is so indicated on the answer sheet.

6) Oral translations for ELLs for low incidence languages are not allowed for English Language Arts examinations. ELL student

may be provided with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.

7) Writing responses for the ELLs in the home language is not allowed for English Language Arts examinations. ELL student making use of alternative language editions or of oral translations of state examinations may write their responses to the open-

ended question in their home languages. Scoring the tests is the responsibility of the school.

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.

Careful monitoring is in place to ensure that the ELL's academic progress goes forward and progress is attained in the Identification Process and in the Reidentification Process for the ELLs by the Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach.

The Re-identification Process is for parents, students, teachers who believe a student may have been misidentified as an ELL or non-ELL to request within 45 school days of enrollment that the Identification Process be administered a second time. It can be based on a superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the ELL determination. The principal then consults with a qualified member of the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the ELL determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j). He may reverse the determination within this same 45 days. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10.

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?

In Mott Hall we use many instructional strategies and grade level materials (in home language, in English) for ELLs -SWD. They are of high-interest and relevant. All Materials are alligned to CCLS and the Linguistic Demands derived from the New Language Arts Progressions. All curriculum is modified and adapted to meet the different proficiency levels. Exemplars and posters with main ideas are presented as summarie of the objectives. These serve as motivation and incentives to accerlate English Language Proficiency.

Some instructional strategies and approaches for teaching ELLs-SWD (are presented in home language and in ENL):

- Provide comprehensive input so as to make the home language or ENL information relevant to them; ie information that they can relate to or makes sense.
- Make as many lessons as visual as possible in home language or ENL; ie have as many props and visuals as possible.
- Link information in home language or ENL to prior knowledge so that they can make connections to something that is known: use scaffolding for SIFE/ELLs. Information needs to be made similar to something they have experienced.
- Modify instructional vocabulary in home language or ENL to a few words-so that they are not overwhelmed with 20 words; ie present 5 words, instead of the 10 words.
- Use of collaborative learning groups to create a safe/risk-free environment to speak and be heard in home language or ENL; ie speaking in small groups is more confidence building and provides a risk-free environments to make mistakes.
- Adjust testing and homework assignment so that it becomes a do-able task in home language or ENL; ie making the test oral; limiting the homework to less.
- Create interactive lessons with hands on learning so as to make experience more memorable and meaningful in home language or in ENL; ie using roleplaying/ re-enactment to portray a scene in a book.
- Encourage creativity and flexibility in the responses that are expected so as to establish a risk-free environment in home language or in ENL; i.e. present different responses in a risk-free environment.
- Enhance and support the curriculum in home language or ESL by creating activities for all ELLs and students to become successful; ie create activities in which an Emerging ELL can do by pointing or saying a few words.
- Play cognitive games, i.e. vocabulary bingo, to facilitate vocabulary and language comprehension;
- Incorporate pocket charts with sentences strips to be manipulated by the ELLs to create new sentences or confirm vocabulary meanings; ie noun strips and be placed with correct verb bearing sentence.
- Include Technology and software to facilitate independence and practice in newly presented information. This in particular supports all ELL sub-groups as a good many students are savvy regarding technology and computers. Although the ELLs may not have access at home to technology, in the classroom it becomes a strong instructional strategy/approach which motivates students of all ages and proficiency levels. (For those SIFE ELLs, you can peer s/he with an ELL who is non-SIFE). Here on-line reading programs in the home language can be strengthen; or reading materials in the home language heard. Vocabulary can be introduced in English followed with representations of it. On line programs, like ACHIEVE3000, which differentiates inreading levels is visual and very appealing. Achieve3000 is available in English and Spanish.

The Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servic Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach ensures that all mandated related services for the ELL-SWD are rendered.

ELLs-SWD whose IEP mandates ESL instruction and Bilingual Instruction are also followed by the Language Proficiency Team. Mr J Jeanty, Assistant Principal reviews all IEPs with the Ms R Maschio, IEP Teacher to confirm that all are being served. The ESL eligibility is also shown in ATS, where both General Education and Special Education are listed.

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?

The school offers SETSS (Sepecial Education Support Services) model, Integrated Co-teaching model, and Flex Scheduling, and to ELL-SWD who are ready for Least Restrictive Environment(LRE). If the ELL-SWD is meeting or has met their IEP goals then they are ready to meet goals in the next Least Restrictive Environment. The School (ie through an Annual Review) or SBST/SAT (School Based Support Team/School Assessment Team: through a Triannual) can make the recommendation for an ELL-SWD to be placed in a Least Restrictive instructional setting. The school achieves this by offering a SETSS setting (i.e General Education placement with the assistance of a push-in SETSS Teacher), an ICT setting (i.e placing the ELL-SWD in a Integrated Co-Teaching setting where there 15 General Education students with only 10 IEP students); scheduling Flex Schedule (ie ELL-SWD is placed in one or two General Education classes). These placements foster and encourage ELL-SWD to achieve not only their IEP goals but their English proficiency goals in a Least Restrictive Environment.

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.

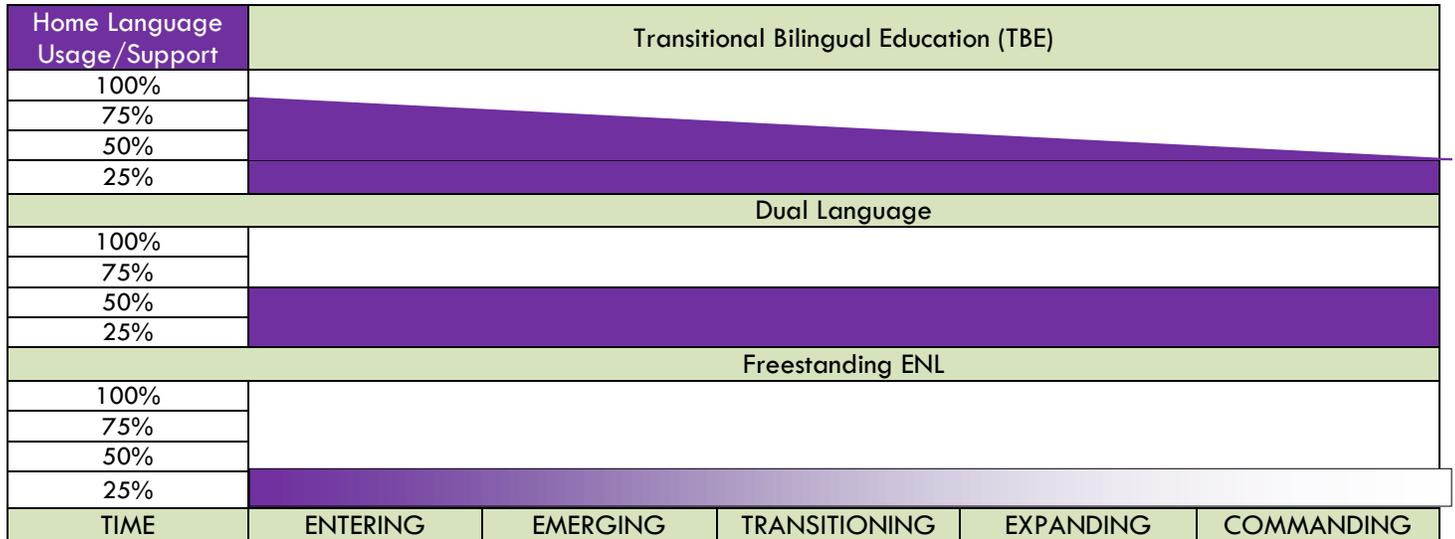


*Note “other approved services” does not apply to New York City at this time.

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. At Mott Hall, the following are many Intervention programs for ELLs, some are offered in home language (Spanish), some in ENL. All programs are open to the ELL subgroups: SIFE, Newcomer, Developing, Long Term and Former ELLs. ELL students who are failing, in danger of failing, recommended by teachers, or parents are welcome to the Intervention.
- Academic Intervention Services (AIS), is an intervention program which is offered after school in ELA and Math in ENL for ELLs. Attendance Sheets and folders are kept on progress; gains are recorded. IEP goals for ELLs are printed and monitored for mastery in ELA and Math. Their work toward the goal completion is kept in folders. Summary Progress charts are often posted are kept to ensure progress.
 - Special Education Teacher Support Services (SETSS) in ELA and Math are offered in English, Spanish/Arabic and ENL. Attendance Sheets and folders are kept on progress; gains are recorded. IEP Goals for ELLs are printed and monitored for mastery. Their work toward goal completion is kept in folders. Summary Progress charts are kept in the classrooms to ensure progress.
 - Early Period Interventions are offered for ELLs for Social Studies and Science.
- The Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Service Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach assists in conducting some of the programs offered above. They are also instrumental in monitoring outcomes in these programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the Intervention Programs of the ELLs' needs can be measured as seen by Progress Charts and benchmark assessments used to demonstrate gains and/or mastery. Parental outreach is made to further the success of the ELLs. Teachers realize that all are affected by ELLs as they are present in all our classes. Intervention programs are supposed to improve scores in content areas, like ELA, Math, Social Studies and Science. ELL performance in ELA, Math, Social Studies and Science should improve with the added support the Intervention Programs offer, thus a stronger understanding in ENL. Assessments as in pre and post measure movement upward in a progression line, showing gains.
12. What new programs or improvements will be considered for the upcoming school year?
- At Mott Hall, early morning programs for ELLs will be considered to benefit the ELLs. ELL students are dropped off early, before breakfast. and would benefit from doing something meaningful. This consideration has come from some students, as well as parents. Students have voiced a need for somewhere to go and get help for homework that was not understood. At parent-teacher conference, ELL parents have also inquired as to the existence of an early morning program.
13. What programs/services for ELLs will be discontinued and why?
- All Programs/services at the school are expected to continue through the school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At Mott Hall, equal access to all ELLs to school programs are afforded through the availability of multi-lingual staff (ie Language Proficiency Team (LPT) (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Service Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach) which conduct each program with all students in mind. ELLs are represented in all areas of school life. They are able to participate in clubs and Intervention Programs to the fullest through a nurturing ESL trained staff who is sensitive to their needs. The LPT reach out to ELLs to explain and answer questions regarding the activity. They invite the ELLs to visit and try the club. This Some School programs include: (1) Exposure (Enrichment Digital) for ELLs and well as non-ELLs, provided by bilingual staff. The (2) Chess Club for ELLs explains the strategies needed to play chess, is offered by Ms T Plummer/ Guidance Counselor, who has been trained in different ESL methodologies.
- ELLs report to have enjoyed themselves in the club. Their attendance and their mastery of the art (ie chess digital photography) indicate how welcomed they felt.
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 school, uses various instructional materials to support ELLs. Some examples of this are:

- technology: use of ipads and pcs; websites
- cognitive games, ie bingo using content vocab words; hang man;
- pocket charts with sentence strips

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In Mott Hall, home language support is delivered by the Language Proficiency Team((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach; depending on the need of the ELL student and the program model. Bilingual books and iPads are used to support the acceleration of the English as a New Language. Support staff is available from the Language Proficiency Team to assist in all three models to accelerate English asquisition.

In the Dual Language program model, instruction is maintained in both languages (home and ENL). In this model, half of the instruction is done in English and half in the home language. ELL students are taught alongside English-speaking students so that all students become bi-cultural and fluent in both languages.

In the Transitional Bilingual Education program model, instruction includes Native Language and subject matter in the home language, as well as intensive instruction in English as a New Language. Here, as the student develops English proficiency using the strengthened knowledge and academic skill in the home language, instruction in English increases and home language instruction decreases.

In the Freestanding English as a Second Language, program model, all subject matter instruction is provided in English through the use of specific instructional strategies. Support in the home language may be provided.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The School ensures all required services/ resources correspond to ELL's ages and grade levels through strict vigilance from the by the Language Proficiency Team

(Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach. Records from ATS are crossed –referenced with birth certificates to confirm current grade and age placement.

ESL eligibility, proficiency levels; parental ESL selection; etc. are reviewed through documents and ATS reports.

Required services as mandated by the IEP are reviewed with the on line program SESIS and Ms McGill, Special Education Administrator.

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).

Some of the activities that Mott Hall offers before the beginning of the school year for newly enrolled ELLs is an orientation for the new incoming ELLs which happens in early September. Here, all the new incoming ELLs are invited to take a tour of the school. They are introduced to the Main Office, classrooms, bathrooms, library and cafeteria. The Principal, Mr B Basile welcomes all. The Language Proficiency Team is introduced: (Mr J Jeanty, Assistant Principal; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/ Spanish Teacher; Mr M Islam (Arabic)/ Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms T Plummer/ Guidance Counselor; Mr W Robinson/ Attendance Teacher). Library and other organizations are explained in the home language. Flyers are distributed to ensure that information reaches home. High School choices for the Eight graders are discussed. Light refreshments are served

For the ELLs which are enrolled through out the school year, a similar orientation is done on the day they register. The ELL is taken on a tour of the school: Main Office, classrooms, bathrooms, library and cafeteria.

Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I

Williams/Coach

19. What language electives are offered to ELLs?

The school offers Spanish as a language elective.

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)?

Mott Hall offers Spanish as a language elective.

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.)

Mott Hall offers Professional Development for all personnel staff who have direct contact with the school (including Para Professionals; ESL Teachers; Speech Therapists; Physical Therapists; Occupational Therapists; Secretaries and Parent Coordinators; secretaries) The Principal, Mr B Basile together with Mr J Jeanty introduce the ELL students' names and their proficiency levels early on. In house Professional Development might have the school based coaches, Ms I Williams and Ms J Negron review the four stages of Second Language Acquisition (i.e. Pre-Production; Early Production; Speech Emergence; Intermediate Fluency). They present instructional activities relevant to each stage. Teachers then develop activities that would be appropriate and relevant for each of the stages. A Calendar of future Professional Development days that will cover more in depth aspects of ENL are shared. An Email from the Division of English Language Learners and Student Support Services are forwarded to encourage outside opportunities for NYC DOE Educators learn more about ENL. Leadership Institutes course for Teachers of ELLs; and a Guidance on Implementing the Amended Commissioner's Regulation (CR) Part 154 for ELLs is offered with easy on line registration . In addition to informational courses, the email presents opportunities for NYS Certification in PK-12 English as a Second Language; as well opportunities for ELL youth (ie Application for the 2015 Angelo del Tor Hispanic Youth Leadership Institute (ie skills learn about the Senate; debating; writing skills;). The American Institute for Research is also mentioned as a resource where all ELL supports may learn how to scaffold challenging texts.
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?

At Mott Hall, Professional Development is offered to teachers of ELLs so that all can support and assist in the acquisition of English, while engaging in the Common Core Learning Standards. In addition to in house Professional Development . UFT information is posted to inform teachers of ELLs of new courses available. A Calendar of future Professional Development days that will cover more in depth aspects of ENL is shared. Emails from the Division of English Language Learners and Student Support Services are forwarded to encourage outside opportunities for NYC DOE Educators learn more about ENL. Leadership Institute's courses for Teachers of ELLs; and a Guidance on Implementing the Amended Commissioner's Regulation (CR) Part 154 for ELLs is offered with easy on line registration . In addition to informational courses, the email presents opportunities for NYS Certification in PK-12 English as a Second Language; as well opportunities for ELL youth (ie Application for the 2015 Angelo del Toro Hispanic Youth Leadership Institute (ie skills learn about the Senate; debating; writing skills;). The American Institute for Research is also mentioned as a resource where all ELL supports may learn how to scaffold challenging texts.

In addition, there is on line a website called After School Professional Development Program (ASDP) which provides high-quality, rigorous professional learning options for NYC school teachers in their pursuit of the vision that every child graduates from high school prepared for college, a career, and a future as a productive, critically thinking adult. It offers a list of courses that are available for registration in the current semester. All courses are aligned with the Common Core Standards.

Mott Hall meets the minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for Co-Integrated Teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a New Language (ENL) teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with Common Core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school provides staff with in house and other Professional Development opportunities to support staff as they assist ELLs in their natural transition from middle school to high school. The Language Assessment Team: Mr J Jeanty/ Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/ Bil IEP Teacher; Ms G Mendia (Spanish)/ Spanish Teacher; Mr M Islam (Arabic)/ Para Professional; Ms F Rahman (Arabic)/Related Service Providers; Ms T Plummer/Guidance Counselor; Mr W Robinson/ Attendance Teacher attend Professional Development to learn more about transitioning ELLs to High School and then key the staff so that all are versed in the most recent instructional opportunities available.

Ms Plummer/Guidance Counselor, Mr O Ling (Chinese)/the ESL teacher and Ms Maschio (Spanish)/the IEP teacher assist ELLs as they transition to from middle school to high school through visits to high schools which offer ESL programs as well as programs which may offer classes in the native language. High School Fairs are also held to facilitate the transition process.
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.

At Mott Hall, Professional Development requirements are met both in house and are pursued outside the school. UFT courses and on-line course opportunities are offered as per CR Part 154.2 are met through professional development for all teachers, para-professionals and related service providers and administrators that specifically addresses the needs of ELL students. There is a minimum of fifteen percent (15%) of the required professional development hours for all staff where the PD must be dedicated to language acquisition, including a focus on best practices for Co-Integrated Teaching Strategies and integrating language and content instruction for ELLs. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with Common Core content area instruction, including a focus on best practices for Co-Integrated teaching strategies and integrating language and content instruction for ELLs.

Attendance sign in sheets for in house PD , as well as Permission to attend PD are filed (and authorized/signed by the principal) to monitor, keep track and grant permission to attend. These are filed and entered into an on-line system. Agendas are required for those PD outside of school. Staff often turn key the school.

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?

The school provides through the Parent Coordinator, Ms Leidy, and Language Proficiency Team:

(Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servc Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach; Mr B Coleman (Spanish)/Parent President. notifications which are sent out to Parents in the home language (ie phone blast, emails in home language). These parental notification give in additon to the orientation, an oppportunity to discuss in the home language and come to a better understanding of the school's goals for the ELLS. Other items are also discussed, depending on the topic of the day. Here, the parents may discuss, in their home language, Language Developemnt Progress in ENL, results from language proficiency assessment, and language development toward all content aresa. Direct Access to Over-the-Phone Interpretation Services for school will be done directly with Language Line. The school will be able to obtain an interpreter in any of 200 languages, any time of the day.

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.

At Mott Hall, records for Parental Outreach as well as holding parental meetings is done through Attendance Sheets and check-off Lists facilitated by the Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahman (Arabic)/ Related Service Provider; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher and Ms D Leidy/Parent Coordinator. Agendas and attendance sheets are kept as records of the events.

The Translation and Interpretation Unit helps the NYC Department of Education work with families who need help communicating in English.

The Unit offers New York City public schools and offices written translation, on-site interpretation, and over-the-phone interpretation services. It is available in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. in addition there is also access to on-site interpretation services in 90 languages and Over-the-phone interpretation services in 200 languages. Schools also have access to resources such as A multilingual welcome poster and translated signage; An archive of pre-translated applications, forms, and templates A language identification guide for school staff and an "I speak..." card and Bilingual glossaries of Department of Education terminology and special education terms and definitions

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In school, parental involvement is organized by the parent coordinator, Ms Leidy. Specific Activities might include having parents continue reading to their children in their native language; having parents pose critical thinking questions related to stories that they have just read; talking about tradition and cultural events relative to their countries; board games which encourage literacy. Through the Translation Unit and Interpretation Unit, parental involvement is facilitated and encouraged as there is no language obstacle for parents of ELLs. It offers New York City public schools and offices written translation, on-site interpretation, and over-the-phone interpretation services. It is available in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. in addition there is also access to on-site interpretation services in 90 languages and Over-the-phone interpretation services in 200 languages. Schools also have access to resources such as A multilingual welcome poster and translated signage; An archive of pre-translated applications, forms, and templates A language identification guide for school staff and an "I speak..." card and Bilingual glossaries of Department of Education terminology and special education terms and definitions
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Mott Hall does partner with Beacon, Parents as Partners Workshops (given at the District), Bronx Council on the Arts Workshops and other organizations which provide workshsops or services to ELL parents. In addition information regarding Bronx Parent Workshops (hosted by Bronx Borough Field Support Center Special Education Team) and Adult Education Classses (from the NYC DOE's Office of Adult and Continuing Education) are shared and dsicussed. On Tuesdays, at Parental OutReach, special guest speakers invited to deliver information regarding a host of topics at the school. In addition, there's the Arts for ELLs and SWD program, which assisst schools by building art partnerships which boost arts opportunities for ELLS and Students with Disabilities (SWD).

In addition, the Translation and Interpretation Unit facilitates partnership and is responsible for spearheading all efforts related to language access at the DOE. It operates within the Division of Family and Community Engagement (FACE) to ensure that language access is a key consideration in all parental engagement initiatives and communications. The Unit also oversees and monitors the

DOE's provision of language assistance services to LEP parents; works closely with schools to ensure that the DOE's translation and interpretation services support the needs of the LEP parent population; serves as primary contact for schools for ongoing guidance and support; provides input regarding appropriate budget allocations for translation and interpretation services, and monitors and evaluates how schools use translation and interpretation funds; develops and provides training to relevant school staff; develops and provides Language Access Kits to schools. Kits include a multilingual welcome poster, a Language Identification Guide to help determine the language spoken by a parent, an informational brochure about the services provided by the T & I Unit, and an over-the-phone card for school staff that outlines how to obtain an interpreter. works with the Office of School Facilities to ensure that school-based language assistance signage is posted; and maintains outside language services vendor contracts.

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

The school's parental needs are evaluated through an annual survey in which parents are asked to evaluate each of the given school-child related topics. These topics are reviewed and most prevalent are presented in the form of workshops by the Parent Coordinator, Ms Leidy. Other needs are addressed through personal recommendations or redirecting parents to places that address the topic. The evaluation identifies barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and other parental needs. The school will use the findings of the evaluation to design activities and strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. After each workshop that is driven by the needs of the parents, an evaluation/assessment form is given anonymously by which the parent evaluates whether the objective of the workshop was met.

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

At Mott Hall, Parental Involvement activities address the needs of the parents as reflected by the evaluation sheets collected at the end of the activity. Feedback maybe written as part of the evaluation or sent through Emails. The school wants to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement and school performance especially through Parent Association (PA) Meetings and School Leadership Meetings (SLM).s

Although the Language Proficiency Team (Mr J Jeanty (Chinese)/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms T Plummer/Guidance /counselor; Mr W Robinson/Attendance Teacher address the needs of the parents in their home language. In addition, the Translation and Interpretation Unit works with families who need help communicating in English. It free interpretation and translation services in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>Mott Hall C.S.</u>		School DBN: <u>08X467</u>	
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)
Benjamin Basile	Principal		11/20/15
Jean Jeanty	Assistant Principal		11//15
Darlene Leidy	Parent Coordinator		11/30/15
Oliver Ling	ENL/Bilingual Teacher		11/30/15
Bigelacio Coleman	Parent		11/20/15
Rose Maschio	Teacher/Subject Area		11/20/15
Gloria Menda	Teacher/Subject Area		11/20/15
Irene Williams	Coach		11/20/15
Jackie Negrón	Coach		11/20/15
Tanya Plummer	School Counselor		11/20/15
Dr Karen Ames	Superintendent		11/20/15
Kristy Dela Cruz	Borough Field Support Center Staff Member <u>08</u>		11/20/15
Ferdousi Rahman	Other <u>Related Service</u>		11/20/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08X467** School Name: **Mott Hall**
Superintendent: **Dr**

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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Mott Hall is assisted by the Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese); ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher) ensures that all the ELLs parent language preferences are observed. In addition, the school uses many tools in assessing language preferences of the parent community in order to communicate with them written and orally. The school wants to ensure that all parents are given a meaningful opportunity to participate in their child's education program. The Language Access Plan ensures the provision of appropriate translation and interpretation services for limited English proficient (LEP) parents are in accordance with Chancellor's Regulation A-663. This requires language services be provided in the nine most common languages other than English spoken by parents of New York City school children. The Home Language Identification Survey (HLIS) in these languages are Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu (hereinafter referred to as the "covered languages"). These languages, including English, account for over 95% of student households. Support in additional languages is available through contracted vendors. ATS Reports are used to summarize language preferences. Student Emergency Cards as well as surveys are available through the Translation and Interpretation Unit (T & I).

The T & I Unit ensures that the quality of the language services because it is critical to communicating effectively with our ELL parents. They work in collaboration with other DOE offices to rollout the following evaluation mechanisms to ensure the successful implementation of its language access initiatives: (1) Principal Satisfaction Survey – Survey distributed to all school principals to assess the central supports provided to schools, including the provision of language services by the T & I Unit and external language service providers; (2) T & I Customer Satisfaction Survey – Survey distributed to all T & I customers to assess provision of language services by the T & I Unit; (3) School Survey for Parents – Survey made available to all school-aged parents to assess their child's school, including whether or not the school is communicating with the parent in their native

language; (4) Monitoring of Multilingual Welcome Poster – Site visits to determine if schools have the required multilingual welcome poster visibly posted at the entrance of the facility. In addition, the T & I Unit maintains records of all service requests received for written translation services, on-site interpretation services, and over-the-phone interpretation services from all DOE schools and offices.

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.

Mott Hall's preferred languages for parents of ELLs for both written and oral include the following: Spanish; Arabic; and Chinese.

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.)

At Mott Hall, the following documents are disseminated to parents with the help of the Language Proficiency Team (Mr J Jeanty/Assistant Principa; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/parent Coordinator; Ms T Plummer/Guidance Couselor; Mr W Robinson/Attendance Teacher;) who assits in the dissemination with the documents. The translation of these documents is done in-house by the Language Proficiency Team. Some documents have to be translated every year: Annual Handbook; Calendars; Parent-Teacher Conference announcements; New York State testing dates; letters from the school administration. Black Board connect, as a phone blast, is used to communicate with ELL parent in their home language.

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.

The Language Proficiency Team (Mr J Jeanty/Assistant Principa; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman

(Arabic)/Related Service Provider; Ms DLeidy/Parent Coordinator; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher;) are available for all formal and informal meetings throughout the school year. Some of these meetings are Curriculum Nights (September); Healthy Snacks (October); Parent-Teacher Conferences (November); Science Night (November); High School Choices (December), State Testing(March); Summer Activities (June), etc.

As part of the Language Proficiency Team, both Mr W Robinson /Attendance Teacher and Ms T Plummer/Guidance Counselor are present at those meetings to confirm information or clarify issues. Their presence assist ensuring that that parents make the choices they want and that there's additional follow-through and support from the school.

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 Language Proficiency Team (Mr J Jeanty/Assistant Principa; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher;) assists in meeting the translation needs. Files are kept of already translated documents that were in place and used last year. These are reviewed for timeliness and accuracy. For English documents that need to be translated into a new language that is NOT on file, the Language Proficiency Team would reach out "in house" first to find a solution. Then we would reach out to the Translation and Intrepretation Unit for resolution.

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.

The Language Proficiency Team (Mr J Jeanty/Assistant Principa; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher;) will meet identified interpretation needs will be taken care of in-house by the school staff first. The staff are native speakers/ wrtiers of Chinese, Spanish and Arabic. They will take charge of ELL parents, or documents which need to be translated.

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.)

The Language Proficiency Team (Mr J Jeanty/Assistant Principa; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Couselor; Mr W Robinson/Attendance Teacher;) and the Principal will ensure that all staff memembers are aware of how to use translation services and over-the-phone intrepation service. Tranlation and Intrepretation Unit trains field staff which which is then provided to appropriate based staff and field personnel.

The training module includes information on:

- (1) The school's role in facilitating the provision of Language Access services
- (2) Accessing translation and over-the-phone interpretation services from the Translation and Interpretation Unit
- (3) Obtaining translated signs for posting and Language Identification Cards for identifying parent's primary language
- (4) Resources and support available from the T & I unit
- (5) Accessing school translation funds and options for using these funds

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Couselor; Mr W Robinson/Attendance Teacher;) will fulfill notification requirement for tanslation and interpretation services based on in-house multi-lingual team. Multi-translated documents will be part of the file and kept for future usage. Intpretations and on the spot translation will also be taken care in-house.

Part F: Monitoring and Quality Control

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

The Language Proficiency Team (Mr J Jeanty/Assistant Principa; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Couselor; Mr W Robinson/Attendance Teacher;)

The Translation and Intrepretation Unit (T & I) ensures that the quality of the language services because it is critical to communicating effectively with our ELL parents. They work in collaboration with other DOE offices to rollout the following evaluation mechanismsto gather feedback from parents on the quality of services. They do this in order to ensure the successful implementation of its language access initiatives: (1)Principal Satisfaction Survey – Survey distributed to all school principals to assess the central supports provided to schools, including the provision of language services by the T & I Unit and external

language service providers; (2) T & I Customer Satisfaction Survey – Survey distributed to all T & I customers to assess provision of language services by the T & I Unit;

(3) School Survey for Parents – Survey made available to all school-aged parents to assess their child’s school, including whether or not the school is communicating with the parent in their native language; (4) Monitoring of Multilingual Welcome Poster – Site visits to determine if schools have the required multilingual welcome poster visibly posted at the entrance of the facility.

In addition, the T & I Unit maintains records of all service requests received for written translation services, on-site interpretation services, and over-the-phone interpretation services from all DOE schools and offices.