2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 06M223
School Name: THE MOTT HALL SCHOOL
Principal: JUDITH DE LOS SANTOS
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>School Name</td>
<td>The Mott Hall School</td>
</tr>
<tr>
<td>School Number (DBN)</td>
<td>06M223</td>
</tr>
<tr>
<td>BEDS Code</td>
<td>31-06-00-01-223</td>
</tr>
<tr>
<td>Grades Served</td>
<td>6-8</td>
</tr>
<tr>
<td>School Address</td>
<td>71 Convent Avenue</td>
</tr>
<tr>
<td>Phone Number</td>
<td>212-281-5028</td>
</tr>
<tr>
<td>Fax</td>
<td>212-491-3451</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Judith De Los Santos</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:jdeloss@schools.nyc.gov">jdeloss@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Judith De Los Santos</td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Ezster Boros</td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>George Ramirez</td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Kathleen McMahon</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson)</td>
<td>Janice Saunders</td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative</td>
<td>James Edwards</td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Field</th>
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</thead>
<tbody>
<tr>
<td>Geographical District</td>
<td>06</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Manuel Ramirez</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td>4360 Broadway New York, NY 10033</td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:Mramire4@schools.nyc.gov">Mramire4@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>(917) 521-3757</td>
</tr>
<tr>
<td>Fax</td>
<td>(917) 521-3797</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)

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<tr>
<th>Field</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>FSC</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Executive Director</td>
<td>Yuet Chu</td>
</tr>
<tr>
<td>Executive Director’s Office Address</td>
<td>333 Seventh Avenue, 8th Floor, NY, NY 10001</td>
</tr>
</tbody>
</table>
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith De Los Santos</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Észter Boros</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>George Ramirez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Santa Ventura</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Janice Saunders</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>James Edwards</td>
<td>CBO Representative, if applicable/Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Daniel Hunt</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Kathleen McMahon</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Sydalg Hernandez</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Nataly Benenson</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Chaki Torisu</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Abigail Camacho</td>
<td>Member/Parent</td>
<td></td>
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<td></td>
<td>Member/Parent</td>
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<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Member/</td>
<td></td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

1. What is your school’s mission statement?

   The Mott Hall School is dedicated to the academic and personal development of students who will become tomorrow’s leaders in mathematics, science, and technology. Students are challenged to question, to anticipate, to problem-solve, to assume personal responsibility to build strong character. Scholars will emerge as enthusiastic lifelong learners and independent thinkers who are motivated by the pursuit of academic excellence and social responsibility.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Mott Hall School is dedicated to the academic and personal development of students who will become tomorrow’s leaders. In the classrooms and corridors, there is a dynamic educational process shared between innovative teachers and eager students. This process reflects the dedication to student empowerment and inculcates the love of learning that underlines the school’s mission and spirit.

Mott Hall’s holistic approach to student learning, which is focused upon academic rigor combined with life skills, helps to ensure that graduates become life-long learners and achievers. In a family atmosphere which is both caring and firm, students are challenged by a thought provoking scholastic program. At Mott Hall, students are nurtured and enriched with activities that foster their development throughout adolescence and are instilled with qualities that extend throughout their lives.

There are currently 290 students enrolled in the school. The students’ racial demographics are as follows: 81% of students are Hispanic, 10% are Black, 5% are White, 2% of students are Asian, and 1% is multi-racial.

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

3. Describe any special student populations and what their specific needs are.

12% of enrolled students are Students with Disabilities. In 2016-2017, 95% of students were eligible for the Free Lunch program .025% of students are English Language Learners.

Our students with disability disabilities and ELLs needs include vocabulary development, reading fluency and comprehension skills, and problem solving skills. In support of their achievement, we will provide them Expanding Learning Opportunities through peer tutoring, teacher tutoring (during and after school), computer programs, Saturday trips aligned to curriculum and the ELA and Math Saturday Academy.

4. Identify 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.

In the past year Mott Hall made the most progress in teacher collaboration and in delivering rigorous instruction.

Mott Hall’s school-wide goal throughout the years has been to continually build consistency in instruction across the school to support higher achievement. During the 2017-2018 school year, our main goal was to continue to improve our literacy in all content areas and math instructional practices with the strategic use of assessment data to effectively target students with special needs and English Language Learners. In order to enhance our practices, each year many of our goals have been built upon each other. In planning around our areas of need (math, academic rigor in all disciplines and better meeting the needs of our students), our instructional focus for 2018-2019 is to strengthen our shared practices across all disciplines by using formative and summative assessments in all CCLS lessons, rigorous tasks, and collaborating and learning from one another to improve teacher practices as evidenced by Danielson’s Framework and the Depth of Knowledge.
### School Demographics and Accountability Snapshot for 06M223

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 292
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 13
- **# SETSS (ELA)**: 3
- **# Special Classes (Math)**: 13
- **# Integrated Collaborative Teaching (ELA)**: 22
- **# Integrated Collaborative Teaching (Math)**: 22

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**
- **# Music**
- **# Foreign Language**
- **# Dance**
- **# CTE**

#### School Composition (2017-18)
- **% Title I Population**: 80.0%
- **% Attendance Rate**: 94.9%
- **% Free Lunch**: 73.3%
- **% Reduced Lunch**: 6.8%
- **% Limited English Proficient**: 2.7%
- **% Students with Disabilities**: 14.0%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.7%
- **% Black or African American**: 8.2%
- **% Hispanic or Latino**: 82.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.4%
- **% White**: 4.8%
- **% Multi-Racial**: 1.4%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 3.16
- **% of Teachers with No Valid Teaching Certificate**: 4%
- **% Teaching Out of Certification**: 57%
- **% Teaching with Fewer Than 3 Years of Experience**: 22%
- **Average Teacher Absences (2014-15)**: 5.6
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: 77.3%
  - **Mathematics Performance at levels 3 & 4**: 82.3%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Student Performance for High Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: N/A
  - **Mathematics Performance at levels 3 & 4**: N/A
  - **Global History Performance at levels 3 & 4**: N/A
  - **US History Performance at Levels 3 & 4**: N/A
  - **4 Year Graduation Rate**: N/A
  - **6 Year Graduation Rate (2011 Cohort)**: N/A
  - **Regents Diploma w/ Advanced Designation**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

### Elementary/Middle School
- **American Indian or Alaska Native**
  - N/A
  - N/A

### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **American Indian or Alaska Native**
  - N/A
  - N/A

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native**
  - N/A
  - N/A

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **American Indian or Alaska Native**
  - N/A
  - N/A

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **American Indian or Alaska Native**
  - N/A
  - N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school’s 2018 NYS Exam scores for English Language Arts and Mathematics surpassed citywide averages and were higher than all our in-district schools with similar demographics. 77% of students met State standards on the NYS ELA test, and 82% met State standards on the NYS Math test. The percentage of students scoring at Level 1 and Level 2 on the ELA exam dropped from 32% to 23% The percentage scoring at Level 1 and Level 2 in Math dropped from 33% to 18%.

After conducting a three-year trend analysis of student performance data on state assessments in ELA and Math, it was determined that though our ELA performance is 77%, we had a school-wide decrease of 2% including special populations. Though 82% of our students are proficient in math and this represents a significant increase in math performance, we need to further increase our math rigor and accelerate our programs so that ALL students are prepared to take the Algebra Regents in the 8th grade.

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Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 85% of students in grades 6-8 will score at a proficient level in the ELA and Math State Exam.
### Part 3a – Action Plan

#### Activities/Strategies:

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>June 2018 - June 2019</td>
<td>Administration, all Teachers and Coach</td>
</tr>
<tr>
<td>All Teachers</td>
<td>November 2018 – June 2019. The third week of every month, at department meetings.</td>
<td>Administration, all Teachers, Paraprofessionals and Coach</td>
</tr>
<tr>
<td>All Teachers</td>
<td>By December 2018 rubrics will developed and in May 2019 revisited to determine if modifications are needed.</td>
<td>Administration, all Teachers and Coach</td>
</tr>
<tr>
<td>All Teachers</td>
<td>October 2018 – May 2019.</td>
<td>Administration, all Teachers and Coach</td>
</tr>
<tr>
<td>Science Teachers</td>
<td>October 2018– May 2019, every other month.</td>
<td>Administration and Science Teachers</td>
</tr>
</tbody>
</table>

#### The school will modify the Math and ELA curriculum using evidence of student learning and protocols. Teachers will develop practices at learning from student work led by our Teacher Leaders and Coach.

The learning will translate into the development of a school-wide initiative to look at student work across content areas. All teachers will regularly participate during our professional learning time facilitated by members of the professional development team.

Teachers will develop a set of coherent rubrics that are aligned to the CCLS and that reflect the vertical and horizontal development of increasingly complex content area tasks in order to better assess student progress towards mastery.

Teachers will engage in Assessment Cycles and use common assessments and achievement data to monitor progress and target interventions for at-risk students, SWDs (Students with Disabilities) and ELLs (English Language Learners).

Science teachers will participate in Urban Advantage and DOE Professional learning opportunities throughout the 2018-2019 school year. The professional learning will focus on creating hands-on learning experiences and STEM learning curricular connections.
Math teachers will participate in Coaching and the MetaMath District Series provided by Metamorphosis in partnership with District Six to bring focus to math fluency and deep conceptual understanding.

| Math Teachers | October 2018 – June 2019, once a month. | Administration and Coach |

Teachers will deepen the work around rigorous tasks by engaging in cycles of inter-visitation. Pairs will implement what they define as next steps. During inter-visitation, pairs will continue to focus on rigorous tasks, student/teacher interaction and student/student interaction. In PD post-visitation, pairs will continue to discuss specific ways to implement the learning and impact student achievement.

| All Teachers | October 2018 – June 2019, one cycle of observation per month. | Administration, All Teachers, Teacher Leaders and Coach |

Students will participate in evaluating, designing, analyzing and critiquing the work of their peers and their own work.

| All Students and Teachers | January 2019- June 2019, Student will present their portfolio to parents on May 16, 2019. | Teachers, Students & Administrators |

To continue to develop and increase the range of opportunities for students to apply learning in out-of-classroom settings and in college and career-bound settings. Specifically, we aim to:

a. Enrich our curriculum by increasing opportunities to partner with a focus on STEM with City College, Columbia Presbyterian, Latinos in STEM Organization, Urban Advantage, Fordham STEP and other community partners.

| Science, Teachers and Students | January 2019- June 2019, every other month. | Science Teachers |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Mott Hall will engage parents through professional learning sessions, communication via letters, emails and website from Sept. 2018 to June 2019. The key personnel are: administrators, teachers, parent coordinator and parent leaders. In addition, teacher teams will engage parents three times a year in grade team Rigorous Instruction informational meetings that inform on curricular tasks.

### 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.

- Scheduling time for All Teachers to work on adjusting the curriculum, monitoring progress and using data to inform instruction, Common planning time; Professional Learning Time, and per-session
- Per session funding for test preparation and Expanded Learning Time
- Funding for additional Science books (STEM) and Test Prep materials for the students.
- Funding for SHSAT Test Sophistation.

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

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<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</tbody>
</table>

**Part 5 – Progress Monitoring**

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

In mastery of students goals as measured by periodic assessments in Math and ELA:

- By December 1, 2018 60% of students will show progress on ELA and Math Assessments tracked by Mastery Connect
- By February 10, 2019 75% of students will show progress, on ELA and Math Assessments tracked by Mastery Connect
- By April 21, 2019 85% of students will show progress, on ELA and Math Assessments tracked by Mastery Connect

Team Artifacts – minutes, data analysis, tracking of student learning on assessments, samples of student work, teacher feedback and reflection as evidenced by review and next steps on January 27, 2019, March 31, 2019 and May 26, 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

**Periodic Assessments in ELA in Math**

- State Math and ELA Performance
- Math Regents Exam
- Science Regents Exam
- Science State Test

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year. The Mott Hall School places great importance on high expectations and student achievement and we have seen our focus yield high student performance in our ELA and Math State Exams for all students, including SWDs and ELLs. Our success is accomplished through a concerted effort on clear curriculum planning, assessment cycle and data informed instruction with targeted interventions, peer tutoring, tutoring, remedial and enrichment support and providing an accelerated curriculum for ALL students, including SWDs and ELLs. Though the academic needs of our students is being met by evidenced of 67% performance in ELA State Exam and 63% in Math State Exam, our community strives to place a great emphasis on improving our students social and emotional development. On the 2017-2018 NYC Learning Environment School Survey, 56% of students responded that in most or all of their classes, their teachers support them when they are upset. On the 2017-2018 NYC Learning Environment School Survey, 78% of students say that teachers notice them if they have trouble learning something. The Mott Hall School received a well developed rating on the 2016-2017 Quality Review for indicator 3.4, acknowledging our school culture as an area of celebration, but there is great room for improvement as it pertains to students feeling safe and supported. and as it pertains to social emotional support.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
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</table>

#### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>by June 2019, Mott Hall’s student positive responses will increase by 20% on the NYC Learning Environment Survey.</th>
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<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
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</tbody>
</table>
**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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<tbody>
<tr>
<td>1. Engage in professional learning sessions in order to introduce faculty and staff to social/emotional development theory and supports.</td>
<td>Students</td>
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<tr>
<td>2. The Special Education Team will lead the collaboration on implementing Curriculum and Practices focused on social emotional development and supports.</td>
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<td>3. Guidance counselor and Dean of Students will lead grade-wide assemblies aligned to the components that will be addressed in the advisory curriculum.</td>
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<tr>
<td>3. Parent coordinator will lead parent breakfasts to coach parents on strategies they can use at home to support social emotional learning.</td>
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<table>
<thead>
<tr>
<th>1) Advisory:</th>
<th>Teachers</th>
<th>Sept. 2018 - June 2019</th>
<th>Administrators and Teachers</th>
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<tr>
<td>a) Scholars will be assigned an Advisor who they will meet with each week.</td>
<td>Students</td>
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<td>b) Teachers will collaboratively implement an Advisory Program for a cohort of students. The program will increase leadership skills and encourage the development of a strong moral compass.</td>
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<td>c) Scholars will participate in town halls led by their advisors in order to reinforce the curriculum and assess scholars understanding of the content taught.</td>
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<tr>
<td>d) Special Education Educators will implement social emotional practices and provide professional learning for ALL teachers.</td>
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<tr>
<th>1) Grade-wide Assemblies:</th>
<th>Teachers</th>
<th>December 2018 - June 2019</th>
<th>Administrators and Teachers</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td></td>
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</table>
a) Scholars meet as a grade to discuss community issues, build student ownership of the school environment and encourage positive behaviors

Counselor and Dean will provide at-risk students with a minimum of 40 minutes of counseling for 30 days. The school is open to parents and communication regarding student progress occurs twice per month.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2018- June 2019</td>
<td>Administrators and Teachers</td>
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</tr>
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</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Mott Hall will engage parents through professional learning sessions, communication via letters, emails and website from Sept. 2018 to June 2019. The key personnel are: administrators, teachers, parent coordinator and parent leaders. In addition, teacher teams will engage parents three times a year in grade team informational meetings that inform on social emotional supports.

### Part 4 – Budget and Resource Alignment

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

1) **Professional Learning**


2) **Advisory**

   a. Weekly meetings with advisors to provide academic guidance and emotional support.

3) **Grade-wide Assemblies**

   a. Grade-wide assemblies for grade 6 through 8

4) **Student Council**

   a. Monthly meetings with the Administration and supervising teacher

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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2018-19 CEP
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.

Progress for this goal will be measured by a survey administered in December 2018. Scholars will be asked to provide feedback on safety, support and respect. If insufficient progress is being made, the grade-wide assembly and advisory curriculum inquiry will be revised in order to place a new emphasis on social-emotional support.

By February 5, 2019 65% of students will report feeling, safe and supported in an internal school survey. By June 2018, 75% of students will report feeling safe and supported on the Learning Environment Survey.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- School Survey (December 2018)
- Learning Environment Survey (June 2019)

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In the last 3 years, our school has strengthened the practice of professional learning communities. Based on the 2016-2017 PPO visits, teacher teams were not using coherent protocols to look at student work to improve student performance. In 2017-2018, we began to consistently utilize protocols in our department teams. Teachers implemented the practice of using protocols to analyze student work products, trends and next steps to inform instruction and raise student achievement. The majority of our teachers are engaged in structured, inquiry-based collaborations that promote student achievement.

An analysis of MOTP ratings indicate a progression towards meeting highly effective levels in component 3D (Using Assessment in Instruction). In 2017-2018, we increased the MOTP highly effective ratings from 20% to 30%. We are focused on moving students towards meeting higher standards through strategic use of assessment, analysis and planning.

An analysis of student performance data on state assessments in ELA and Math, determined that ALL student groups need to show an increase in performance on ELA and Math assessments. Our current ELA performance is 77%, therefore, 23% need to show increased improvement towards meeting grade performance level. In addition, our performance in Math is 82%, therefore, 18% need to show increased improvement towards meeting grade performance level.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 85% of teachers will rate effectively or higher on 3d of the Danielson Rubric.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

1. **Professional Learning** – Teachers will meet in vertical and horizontal teams to calibrate the use of common rubrics. Teachers will either adapt or refine existing rubrics to align with the assessment criteria used to score NYS ELA and Math exams as well as the NYC Performance Assessments.

| Teachers | Students | Sept 2018-June 2019 | Administrators and Teachers |

2. **Regular scheduled collaboration** - All Teaching Teams will meet at least once a week to tailor instruction to the individual needs of scholars with IEPs. Meetings will be embedded into teacher schedules.

| Teachers | Students | December 2018 - June 2019 | Administrators and Teachers |

3. **Teachers will provide targeted small group instruction** to students with disabilities who are not making progress on the commonly identified reading, writing and math standards.

| Teachers | Students | December 2018 - June 2019 | Administrators and Teachers |

4. **Formative and Summative assessment tracking systems** will be utilized by special education and general education teachers to track progress of individual students throughout the school year. Teachers will work collaboratively to monitor student performance in ELA and Math over the course of the school year. Teachers will implement supports for improvement.

| Teachers | Students | October 2018 - June 2019 | Administrators and Teachers |

5. **Observation of Teachers**

| Teachers | September 2018 – June 2019 | Administrators |

6. **Student Surveys** to indicate level and quality of teacher feedback they receive from teachers.

| Teachers | February 2019 | Administrators and Teachers, students |

7. **Teacher teams will engage in regular cycles of Learning from student work, with a focus on collaborative assessment of Math/ELA Performance Tasks**

| Teachers | November 2018 - June 2019 | Teachers |

8. **Teacher Focused Intervisitations on 3D with Reflections, Implications and Next Steps**

| Teachers | November 2018 - June 2019 | Administrators and Teachers |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Mott Hall will engage parents through professional learning sessions on how to engage their children in conversations regarding what they are learning in class, how they know they have successfully learned the materials and what their next learning steps will be. We will communicate with parents through principal letters, grade team letters, parent coordinator letters, emails and website from Sept. 2018 to June 2019. The key personnel are: administrators, teachers, parent coordinator and parent 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.

- Common Planning Time where teachers have an opportunity to engage in professional conversations about student work, assessments and student data (formative and summative)
- Creating a professional development plan focused on using assessment in instruction
- Providing resources to assist teachers with differentiating during instruction
- Teacher teams planning meetings

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

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<tr>
<th>Title I SWP</th>
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<tr>
<td>✔️ Tax Levy</td>
<td>✔️ C4E</td>
<td>✘ 21st Century Grant</td>
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<td>✘ PTA Funded</td>
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</table>

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.

- Administrators will conduct monthly observations of teachers starting September 2018, as well as teacher reflections on instructional activities, and discussions about implementation and the effectiveness of the professional development initiatives.
- Teachers will review formative and summative student data to track student progress during department teams starting October 2018 – June 2019. This data will be utilized to inform classroom instruction and to make curricular modifications.

Mastery of Common Core Learning Standards-aligned Benchmark Assessments in Math and ELA:

- By December 1, 2018 40% of students will show progress, ELA and Math Formative Assessments as tracked by Mastery Connect.
- By February 10, 2019 50% of students will show progress, ELA and Math Formative Assessments as tracked by Mastery Connect.
- By April 21, 2019 60% of students will show progress on ELA and Math Formative Assessments as tracked by Mastery Connect
- Teacher Observations, 75% of teachers rating effective or highly effective (February 2019)

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Common Core Learning Standards Benchmark Assessments (4)

Danielson Rubric
**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- Develop a shared instructional focus with the staff to increase rigor, differentiation and student engagement in across all grades and content areas
- Utilize multiple data streams (formative and summative assessments) to inform instruction and PD
- PD team makes decisions regarding PD. Teachers have opportunities to facilitate professional learning activities.
- Observation/Feedback calendar to ensure that teachers are receiving timely, ongoing, and targeted feedback around instructional practices.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 50% of teachers will increase one performance level in component 3B and component 3C of the Danielson Rubric.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
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<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>Cycles of Professional Learning aligned with the school’s instructional foci.</td>
<td>Teacher</td>
<td>9/18 – 6/19</td>
<td>Talent Coach, Administrators</td>
</tr>
<tr>
<td>Targeted professional learning opportunities for all staff provided by the teacher leaders</td>
<td>Teachers</td>
<td>9/18 – 6/19</td>
<td>Teacher Leaders</td>
</tr>
<tr>
<td>Professional Learning: PLCs will focus around formative and summative assessments providing actionable feedback to students, using rubrics to provide specific feedback to students regarding their work. All staff will participate in a structured book study: Checking for Understanding – Frey &amp; Fisher, and Quality Questioning: Research Based Practice to Engage Every Learner - Walsh</td>
<td>All teachers</td>
<td>9/18 -6/19</td>
<td>Teachers, Administrators</td>
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### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Mott Hall will engage parents through professional learning sessions, communication via letters, emails and website from Sept. 2018 to June 2019. The key personnel are: administrators, teachers, parent coordinator and parent 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.
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### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Administration will review the professional learning calendar during monthly cabinet meetings to ensure that PD is offered regarding rigor, Common-Core Alignment, Student Engagement, Questioning and Discussion Techniques, Assessment of Instruction.

Winter review of evidence/rating of indicators identified in the Fall, specifically to Danielson’s 3C component.

By January 31, 2019 Review of timeline to ensure Professional cycle is being completed as per plan.

By March, 2019, Review of Danielson MOTP 3C report. By March 2019, 30% of teachers will have moved one level on 3C Danielson Rubric

By March, 2019 Review of student outcomes as measured on Common Core Learning Standards-Aligned Assessment. Students show 40% progress.

By June 2019, Final review of curriculum and determination of next steps and adjustments that need to be made.

---

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Danielson Framework 3C
- CCLS-Aligned Periodic Assessments

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

The Mott Hall community has a population of diverse learners and would benefit from a collaborative system involving all stakeholders. We believe that it is the school’s responsibility to facilitate communication between teachers and families. Our community also believes that an increase in parent involvement and awareness of academic expectations and support resources will result in an improved academic achievement.

Currently, a low percentage of parents are actively engaged in school events. We have challenges – working class parents who may not have the time to attend events, language, communication and information not reaching parents. We are working towards a genuine involvement from all of our families. All families have access to Pupil Path, the school’s online grading system, which allows both parents and students to view grades. In addition, Pupil Path is used as a communication system between parents and teachers, and teachers and students, which promotes ongoing communication between teachers and parents regarding student progress.

After conducting a three-year trend analysis of parent involvement and community ties, it was determined that although our numbers of parents have increased we need to continue to increase our parental involvement. Our Learning Environment Survey indicates that 25% of our parents reported that they did not participate in school-wide events. In addition, 30% of parents indicated that they wanted ‘better communication with the school.’

As a result we have made increased parental involvement as one of our goals for this school year.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, the number of parents who participate in school-wide events will increase by 10% as evidenced by the Learning Environment indicator.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and students</td>
<td>10/18 – 6/19, bi-weekly.</td>
<td>All teachers, parents and administrators.</td>
</tr>
</tbody>
</table>

100% of teachers will consistently communicate assignments, performance and expectations utilizing Pupil path and phone messenger/email system.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and students</td>
<td>Nov. 2018 - June 2019, weekly.</td>
<td>All teachers, Parent Coordinator, parents and administrators.</td>
</tr>
</tbody>
</table>

School website will facilitate communication through monthly messages, updates, calendar and upcoming events.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers, parents and administrators.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School will host academic/cultural events to encourage parent participation in curriculum and student learning:

- Science Night, Social Studies Museum, Spelling Bee, Science Fair, Aaron Davis Performances, Alumni Panel, Student Presentations

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, staff and students</td>
<td>November 2018 - June 2019, every other month.</td>
<td>All teachers, Parent Coordinator, parents and administrators.</td>
</tr>
</tbody>
</table>

**Creation of workshops for parents –(periodically given)**

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, staff and students</td>
<td>Nov. 2018 - June 2019, every other month.</td>
<td>All teachers, Parent Coordinator, parents and administrators.</td>
</tr>
</tbody>
</table>

**Parent Teacher Conferences**

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, staff and students</td>
<td>Nov. 2018 - June 2019, every other month.</td>
<td>All teachers, Parent Coordinator, parents and administrators.</td>
</tr>
</tbody>
</table>

**Creation of weekly message sent through messenger**

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Sept. 2018- June 2019, weekly.</td>
<td>All teachers, Parent Coordinator, parents and administrators.</td>
</tr>
</tbody>
</table>

**Creation of Twitter Account to engage the community on school curricula, events and celebrate success**

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Creation of Parent Manual**

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**3b – Parent and Family Engagement**
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Mott Hall will engage parents through professional learning sessions, communication via letters, emails and website from Sept. 2018 to June 2019. The key personnel are: administrators, teachers, parent coordinator and parent 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.

1% of Title One

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By November 2018, 100% of parents will have signed in their Pupilpath account to monitor student’s progress as evident by Pupilpath generate report.

By January 31, 2019, 50% parents would have participated in workshops offered as evident by signature on attendance roster for the workshops.

By February 13, 2019, 90% of parents have had a meeting with one or more of their child’s teacher as evident by the teacher’s note entry on Google doc.

By June 27, 2019, at least 40% of our parents have participate in an event offered by our school as evident by the sign-in sheets to events.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Parental Involvement quantification in school conferences, meetings, events, Pupil Path Usage
- Internal school survey

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>State results (2018) - Students scoring level 1 and 2 on NYS exams including SWDs, ELLs, Baseline assessments</td>
<td>• Writing Lab • Digital Library • Guided practice • Conferencing • ELA Coach (test prep) • Lunch time tutoring ELA enrichment – targeted instruction</td>
<td>• Whole class • Small group 1:1 instruction, AIS small group 5:1</td>
<td>• During school day • After-school Saturday Academy</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>State results Students scoring at levels 1 and 2 on the NYS exams, including SWDs and ELLs</td>
<td>• 6 th grade math lab • skills tutor • guided practice • lunchtime tutoring • Study Island Test Prep</td>
<td>Small Group 1:1 instruction</td>
<td>• During school day • After-school Saturday Academy</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>State results (2018) • - Students scoring level 1 and 2 on NYS exams including SWDs, ELLs,</td>
<td>• Urban Advantage • Test prep • Tutoring</td>
<td>• Small group 1:1 instruction, AIS small group 5:1 conferencing</td>
<td>During the school day After-School</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Baseline assessments</th>
<th>differentiated instruction</th>
<th></th>
</tr>
</thead>
</table>
| ● State results Students scoring at levels 1 and 2 on NYSED ELA exams  
  ● Formative and Unit Summative  
  ● 7th grade NYS Science exam  
  Living Environment Regents | ● Integrating ELA skills into Social Studies program  
  ● Differentiated instruction | ● Differentiated instruction  
  ● Small group instruction  
  1:1 conferencing | During the school day  
  After-School |

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance Counselor supports student behavioral and emotional needs in order to achieve academic goals. | Conflict resolution, Peer mediation and Counseling | Group and individual Counseling | During the school day |
## Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | There are currently 2 students in Temporary Housing |

2. Please describe the services you are planning to provide to the STH population.

   Provide instructional supplies, tutoring, mentoring, college access program, math counts participant, Urban Advantage participant, Project Street Saturday Program,

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | h/a |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

Collaborate with District 6, NYCDOE, and local universities to recruit highly qualified staff. 100% of teachers are assigned appropriate to their license/certification. Reach out to network and NYCDOE for high quality professional development.

Recruitment

School leaders enter vacancies on the New Teacher Finder, and attend job fairs to recruit qualifying candidates.

The personnel committee for recruitment and hiring purposes is formed. The responsibilities of this committee are: to screen applications and resumes, interview qualified candidates, observe demonstration lessons and provide feedback to candidates. The final decision on hiring is collaborative.

Retention / Assignments

School Leaders assign payroll secretary to ensure that all teachers meet documentation requirements that are kept on file. Payroll secretary works closely with the Field Support Center’s Director of Human Resources to ensure that all teachers meet all documentations and assessment deadlines. School leaders regularly check in with teachers to assess their teaching environment, continued passion on working with students and social emotional needs. Depending on the content areas, teachers usually receive assignments within the same grade level.

Support
School has a structure with different components to support new(er) teachers:

1. Mentors are assigned to support new teachers
2. As members of a department, teachers receive colleague support for curriculum planning, lesson modeling, assessment and using student data to inform instruction.
3. Teams collaboratively plan curriculum and units of study on weekly basis.
4. Through Teacher Incentive Fund (Teacher Development Program and Metamorphosis) partnership, teachers are supported by instructional coaches.
5. All Teachers are instructionally supported by District.
6. Guidance counselors, grade teams and content teams provide social and emotional support to all teachers.

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

### 2b. High Quality and Ongoing Professional Development

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

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

Ongoing Professional Development –

1. Professional Development takes place within the school. During Professional Development days, faculty conferences, and at times over the weekend there are seminars provided to the teachers by their peers and by the administration. The Professional Development sessions include: Teaching and Learning Practices, Understanding and Implementing new initiatives in the department of education, Understanding and planning for student needs, assessment and cognitive development in adolescents.

2. Professional Development is offered by the District 6, District Partners, Support Centers, DOE coaches and consultants. Throughout the year District 6 offers professional development opportunities to our teachers, paraprofessionals, parent coordinator, and guidance counselor. Taking place both during the school day and after school, the District provides PD on curriculum development, best practices, and new initiatives. In addition to training the staff, District 6 holds professional development seminars for Principals and Assistant Principals that focus on skill building, new initiatives, and in addition often includes a school visit where members engage in classroom observations and provide feedback.

3. Professional Development is provided by outside organizations — Through research, district recommendation, and teacher recommendations, the administration provides the teachers, para professionals, and other staff members the opportunity to attend professional development outside of the school and network office.

The focus of the professional development opportunities are: Teacher Development (Danielson), Framework for Great Schools, Performance Tasks, Instructional Shifts to Common core Standards, Assessment, and Curriculum Development.
4. Due to creative programming, the school’s schedule allows for multiple opportunities for teachers to improve on their teaching in order to help the students meet the CCSS. Each content area department meets once a week to provide feedback on best practices, work on curriculum, and analyze student work. In addition to content meetings, grade teams also meet once a week. Within these meetings the teachers discuss best practices, identify red flag situations, contact parents, and plan student events. Lastly, within each department, classes are organized so that, as often as possible, when one teacher is teaching the others in their content area have a free period. This allows for inter-visitations to take place.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers have the opportunity during their regularly scheduled meetings to meet and provide research-based recommendations that inform the use of assessment using protocols to reach a consensus. As part of our Inquiry work, teachers engage in a process of looking at student work using protocols to monitor progress towards goals and CCSS curriculum alignment. Additionally, our Professional Development continually evolves to reflect the needs, ideas, and opinions of teachers, with observations of classrooms and teacher teams to ensure the teachers are adequately prepared to administer and analyze assessment and develop appropriate instructional strategies from the results. Surveys and other forms are used periodically to give teachers the opportunity to reflect on their learning and practice, and to give feedback that can be used to inform school-wide improvement efforts.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

| Program Name                  | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts) | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B section references where a related program activity has been described in this plan. |
|------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------}|------------------------------------------------------------------------------------------------|
| Title I Part A (Basic)       | Federal                                   | 148,499.00                                                                                      | X                                                                                                      | 5A - 5E |
| Title II, Part A             | Federal                                   | 0                                                                                               |                                                                                                        |       |
| Title III, Part A            | Federal                                   | 0                                                                                               |                                                                                                        |       |
| Title III, Immigrant         | Federal                                   | 0                                                                                               |                                                                                                        |       |
| Tax Levy (FSF)               | Local                                     | 1,803,223.00                                                                                    | X                                                                                                      | 5A - 5E |

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

---

**Parent and Family Engagement 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. **The Mott Hall School**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

The Mott Hall School will support parents and families of Title I students by:

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

### Parental Involvement and School Quality

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);
● 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;

### Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC) Template

The Mott Hall School in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.
### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core State Standards and meet the requirement of Every Student Succeeds Act (ESSA) 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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;
## I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

## I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

## II. Parent/Guardian Responsibilities
• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

• check and assist my child in completing homework tasks, when necessary;

• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

• set limits to the amount of time my child watches television or plays video games;

• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

• encourage my child to follow school rules and regulations and discuss this Compact with my child;

• volunteer in my child’s school or assist from my home as time permits;

• participate, as appropriate, in the decisions relating to my child’s education;

• communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

• respond to surveys, feedback forms and notices when requested;

• become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

• participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

• take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

• share responsibility for the improved academic achievement of my child;

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### III. Student Responsibilities

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.
**DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2017-18 AND 2018-19 SCHOOL YEAR**

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>Manhattan</td>
<td>223</td>
</tr>
</tbody>
</table>

| School Name | Mott Hall |

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Judith De Los Santos Pena</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Kathleen McMahon</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Renee Benjamin</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jennifer Kaiser-ELA Liaison</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Teacher/ELA</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Katherine Thorn</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Manuel Ramirez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Certification Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>1</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>1</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>2013-14</td>
<td>0</td>
<td></td>
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<tr>
<td>TBE</td>
<td></td>
<td>2015-16</td>
<td>0</td>
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<tr>
<td>DL</td>
<td></td>
<td>2017-18</td>
<td>0</td>
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</tr>
<tr>
<td>DL</td>
<td></td>
<td>2019-20</td>
<td>0</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Mott Hall uses various types of assessment tools to assess the early literacy skills of the ELLs. The Q.R.I - The Qualitative Reading inventory is used to assess reading comprehension. The Garnett Assessment for decoding and encoding is used to assess if the students can identify graphemes, phonemes and morphemes and it also assesses the ability to spell. The San Diego Quick assessment is used to determine reading fluency. In addition to these specialty assessments, teachers created their own baselines assessments in all content areas.

2. What structures do you have in place to support this effort?

Assessment on-line tracking tool, teacher teams, student protocols, professional learning, accountable measures
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

   ELA and Math periodic Assessments (created by teachers on Fluence)

4. What structures do you have in place to address interventions once the summative data has been gathered?

   Teacher teams, Looking at student work protocols, measurable goals, benchmarks, differentiation strategies, tutoring, Saturday Academy

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

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

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

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

   All 10 (ten) students at Mott Hall are a mixed level with 70% of the students scoring "Expanding", 10% scoring "Transitioning" and 20% of the students scoring "Emerging". There are five (5) eighth graders in the ELL program. All of the eighth graders are considered students with disabilities; three of whom are in an integrated co-teaching setting and two students who are in a self-contained setting. At this time, there are no seventh graders in the ENL program. There are five (5) sixth graders in the ENL program: All of the sixth graders are considered students with disabilities. Three of whom are in self-contained class and two of whom are in an integrated co-teaching class. Two of the sixth graders in the self-contained class scored Expanding while one scored Emerging. In the sixth grade ICT class, one student scored Emerging and the other scored Expanding.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

   Teacher teams, google docs, observation feedback conferences, coach conferences
Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Instruction is delivered as both an ENL standalone and an integrated delivery ENL. All students are required to take 180 minutes of ENL per week. Mrs. McMahon visits grades 6 or grade 8 academic classes for either SS, ELA, Science & SS one period per day depending on the need of the student. There is also a pull-out 4 periods a week. The four pull-out periods are mixed proficiency level and mixed grade. This ensures that all students are getting the best possible instruction in English Acquisition and the core content area so that students will be able to show progress and proficiency in acquisition of English.
   b. TBE program. *If applicable.*
      n/a
   c. DL program. *If applicable.*
      n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The program model is a heterogeneous, ungraded model. It is based on 45 minutes of instruction blocks of time. Each child receives the prescribed instruction time which is as follows for each level: Entering - 540 minutes per week, Emerging - 360 minutes per week, Transitioning - 180 minutes per week, Expanding - 180 minutes per week and Commanding - 90 minutes per week for two additional years after testing out of ENL.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   The language of instruction is English for all of the content areas. A multi-modality approach is used - students have different learning intelligences and each one of the 7 intelligences of Howard Gardner are used in a unit. All classes are differentiated to meet the needs of the individual student. In Stand Alone ENL - we use content area texts, worksheets, and supplementary materials, word charts with illustrations, etc. to facilitate the learning process. We are currently using 2 workbooks in Stand alone ENL: The title of one of the workbooks is New York ELLs - Grade 6,7,8 published by Continental, the other book is National Geographic Academic Vocabulary Toolkit by Dr. Kate Kinsella. Games are played to facilitate grammatical knowledge.

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

When Ms. McMahon co-teaches with the Content Area teachers, she uses scaffolding and various visual aids such as graphic organizers to facilitate the writing process. These organizers vary from venn diagrams to KWL charts, to story maps, fishbone maps, etc. In addition, Ms. McMahon taps into the student’s prior schema to make the student familiar with experiences in his/her own life which will then create a way for the student to understand from his own perspective what is
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   There are no students who need native language arts. All instruction is in English.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

6A) A SIFE student will receive intensive English language development instruction teaching social and academic language. They will receive intensive literacy development and sheltered content instruction. The schedules for teachers will become double period/block scheduling to facilitate the SIFE’s learning. In addition many pictures will be used to facilitate the learning for the student who is a SIFE student along with periodic assessment, formative assessments such as writing, reading, listening and speaking assessments.

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

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

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

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

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

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

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

   ESL strategies used coincide with Howard Gardiner’s theory of multiple intelligences: visual, auditory, kinesthetic, interpersonal, and intrapersonal learning. ESL teacher will use the six different types of scaffolding: Modeling, bridging, contextualization, text representation, schema building and metacognitive development. ESL teacher will incorporate technology into the classroom, as well as games, graphic organizers and word walls. The ESL teacher will work with all content area teachers to facilitate the ELLs learning in the content area. In addition, the teachers are incorporating the school wide goal of argumentative and persuasive writing, with rubrics for students to develop their writing skills.
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The targeted intervention services for ELLs in ELA, Math and other content areas for all ELLs subgroups (special education, general education, and all 5 levels of proficiency for NYSESLAT) are administered in a seventh and eighth grade AIS (academic intervention support) program twice a week for each grade during the school day. In addition to AIS, there is an increase of Math and ELA periods from 5 periods to 8 periods per week, a sixth and seventh grade writing class two times a week and an after school tutoring program through SASF. As of January, 2015 there will be Science, Math Regents and French tutoring.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Next year 2017-2018, we will consider grade level stand alone classes in conjunction with the integrated delivery model. We will supply new consumable grade level ESL workbooks, textbooks, and computer programs. We will have an English library for each level as well as a Spanish Library for each level.

10. If you had a bilingual program, what was the reason you closed it?

We don’t plan on eliminating or discontinuing any Ell services next year.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Because the ELL population is so small, our ELLs have access to the same programs as the general education population. All Mott Hall students have the opportunity to participate in the after school tutoring program and all seventh and eighth graders have the option of Academic Intervention Services. We particularly emphasize small group instruction of our ELL population. Enrichment activities such as NDI, yearbook, Chess club, digital library, after school sports club.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Classroom libraries and a digital library are provided for students to select books that are appropriate to their level of reading. Technology (digital library, laptop computers with appropriate Ell programs in every classroom, Smart Board instruction) are given to students. All instruction in Mott Hall incorporates technology into each class. Bilingual books and dictionaries are available to the Spanish speaking Ell. In addition, French is taught to all students at Mott Hall. This enables the Spanish speaking ESL student to make connections between their native language and French. Students make connections between the two romance languages and to grammatical structure. Students become more familiar with parts of speech, cognates, etc. in English, French and Spanish.

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

There is a minimal amount of native language support. Some of the school staff (secretaries, parent coordinator and teachers) speak Spanish. These people can offer assistance to the ESL student, outside of the classroom, if necessary. Academically, students have access to Spanish bilingual dictionaries and some native reading materials. Seventh and Eighth grade students are all offered French.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Counseling and Speech are given at age and grade appropriateness. Counseling is offered to all middle school ELL students to facilitate the ELL student’s adjustments to middle school. Counseling is offered to help students and their families prepare for entry into high school and address any emotional or social needs that the students may have.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Classroom libraries and a digital library are provided for students to select books that are appropriate to their level of reading. Technology (digital library, laptop computers with appropriate ELL programs in every classroom, Smart Board instruction) are given to students. All instruction in Mott Hall incorporates technology into each class. Bilingual books and dictionaries are available to the Spanish speaking ELL. In addition, French is taught to all students at Mott Hall. This enables the Spanish speaking ESL student to make connections between their native language and French. Students make connections between the two romance languages and to grammatical structure. Students become more familiar with parts of speech, cognates, etc. in English, French and Spanish.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

There is a curriculum orientation meeting for parents as well as for the students at the beginning and the end of year. Students are supported via regular counseling sessions with Ms. Benjamin. Some ELL students can receive up to 2x a week of counseling.

17. What language electives are offered to ELLs?

French is the only language offered to the seventh and eighth grade students at The Mott Hall School.

18. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable (N/A)

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 and non-pedagogic staff.) 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?

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

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

All teachers receive professional development from our Administration, Professional Development teams, Department Liaisons, Teacher Development City Initiative, District Professional Development, Manhattan Instructional Support Team, Metamorphosis and licensed ESL teacher). This staff development consists of data analysis, looking at student work to determine next steps, strategies, resources, instructional decisions and program. All classroom teachers also receive extensive training in developing coherent practices around curriculum planning, assessment, progress monitoring, rubrics, protocols for collaboratively working on a team in understanding language development and writing. This informs teacher practice and instructional supports for students.
Literacy professional development is ongoing throughout the year and occurs once a week and during Monday PD for teachers. All math teachers also receive staff development from our Metamorphosis and District Six on an on-going bases. Metamorphosis and administration support teachers in the implementation of a curriculum aligned with the Common Core Learning Standards. The Metamorphosis Coach meets with teachers at least twice a month for 3 periods each time. Our teachers are also receiving professional development in the Danielson rubric by the Principal and Assistant Principal as they turn-key the information that they are trained in by the District. This professional development is ongoing, targeted to and occurs each week on Mondays for 80 minutes. Our staff has already received training in aligning our curriculum to the Common Core Learning Standards.

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

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

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

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

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

Furthermore, ESL teachers have the opportunity to attend outside professional development specifically on topics that will benefit ELLs and their learning. ESL teachers return from their outside PD’s and turn-key the information to the rest of the staff.
2. 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.

Ms. Benjamin (the guidance counselor) gives IEPS of all students in the ESL program to ESL teachers and the teaching staff. This makes the ESL teacher aware of students individual needs and the IEP dictates the way the student is taught. ELL training takes place during faculty and departmental meetings. In addition, The Mott Hall School must form a language proficiency team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL.

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

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

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

December 2016
Topic: Common Core-aligned writing curriculum for all content areas
Outcomes: Refined instructional strategies, ELL strategies, and revision of maps to include writing tasks across all grade levels and content areas;

January 2016
Facilitated by: Department Liaisons
Participants: All teachers in their respective departments
Topic: Collective review of interim data (midyear performance tasks)
Outcome: Integrate results into remaining unit plans and use data to inform ELL and intervention plans.

February 2016
Facilitated by: Department Liaisons
Participants: All teachers in their respective departments
Topic: Progress Monitoring and Goal Setting
Outcome: Integrate results into remaining unit plans and use data to inform ELL and intervention plans.

March 2016
Facilitated by: Department Liaisons
Participants: All teachers in their respective departments
Topic: Increasing the quantity and improving the quality of student discussion through a department-wide lesson study and observations
Outcome: Improve teacher practices and student learning outcomes for all students, particularly ELLs in partner, small group, and whole class discussions.

April 2016
Facilitated by: Department Liaisons
Participants: All teachers in their respective departments
Topic: Professional Book Study Groups on a range of topics; teachers will form 3-4 different groups to study professional books together on a topic of their choice (tentative titles include: Learning to Learn in a Second Language; Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom)
Outcome: Teachers will present key learnings, reflections and implications for teaching

May/June 2016
Facilitated by: Department Liaisons
Participants: All teachers in their respective departments
Topic: Reviewing and revising 2014-15 Curriculum. Work in department teams to revise and improve current curriculum. Share recommended changes/revisions across grades and discuss ways to improve outcomes across grades for all students by further aligning our practices and sharing common strategies, models, and vocabulary.
Outcome: Revise and improve the literacy curriculum in anticipation of 2015-16 school year planning.

ELL Professional Development:

December 2015: Building Oral Language as a Support for Literacy Development
Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

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

February 2016: Academic Vocabulary, Fluency and Comprehension
Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

March and April 2016: Differentiating ELL Instruction Across the Content Areas
Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

May/June 2016: Scaffolds for ELLs in Content-Area Curriculum Maps
Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session
Parental Involvement

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

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

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 V: ELL Identification Attestation

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Judith De Los Santos, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Judith De Los Santos Pena</td>
<td>Principal</td>
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<td>Natasha Bracey</td>
<td>Assistant Principal</td>
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<tr>
<td>Evelyn Camacho Moran</td>
<td>Parent Coordinator</td>
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<tr>
<td>Kathleen McMahon</td>
<td>ENL/Bilingual Teacher</td>
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<td>Marisol Rios/Santa Ventura</td>
<td>Parent</td>
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<td>Jennifer Kaiser</td>
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<td>Keturah David</td>
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<td>Renee Benjamin</td>
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<td>Manuel Ramirez</td>
<td>Superintendent</td>
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<td>Field Support Center Staff Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
<td>Camacho-Moran</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   In order for the school to provide the parents with adequate communication and assess our written and oral translation needs, the school generates a report from ATS (RAPL). This report indicates what language the parents prefer to receive information from the school. The school also sends surveys home at the beginning of the school year asking parents if the information has changed.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
The school’s primary need is written and oral translation from English to Spanish. The school’s population in terms of language needs has not changed throughout the school’s existence, however, parents are informed at Open-Houses and at the beginning of the year that translation of all meetings and written documents is provided in Spanish and that they may request translation in other languages as well.

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<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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<tr>
<td>On an annual basis, we distribute translated versions of Welcome Back Packets (includes Principal Letter, teacher syllabus and school procedures in September. In addition, in September as well, we distribute a school handbook, quarterly newsletters throughout the year, monthly calendars and conference announcements. Our we have a long standing partnership with SASF (sports and arts foundation) who provide an after school program that offer students</td>
<td>September</td>
<td>Staff member</td>
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academic enrichment, music, dance, sports, writing, etc. The after school applications are translated so that the information is accessible and families can be a part of this great after school opportunity. In the beginning of the year and during parent teacher conferences in Sept., Nov., March and May, we have translated versions of student syllabi, curriculum and promotional policy, as well as a translated calendar of New York State testing dates. Finally, our PTA executive board disseminate information to parents that is always translated (from election, to workshops to fundraising to goal-setting. During the Learning Environment Survey time information is also sent to parents in their language of preference.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>PTA</td>
<td>Every Tuesday</td>
<td>Staff member and Translation and Interpretation unit via telephone.</td>
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We meet with parents several times throughout the year. At the end of the year and prior to school opening, we host an orientation meetings to discuss materials needed, home connections, parent outreach structures, school and doe policies, academic-social-emotional supports and resources. In September, we meet with parents during Curriculum Night to discuss goals, parent and student supports, school instructional focus. In November, we host parent teacher conferences and inform parents of academic progress, areas of improvement and next steps. In March, we have another opportunity to meet with parents to discuss student progress, benchmark reached and provide parents additional information regarding testing and how to best support our students. In May, we have a final parent teacher conference to discuss goals met in the current academic year, focus areas and provide summer supports and programs, as well as give students packets. Throughout the year, Tuesdays are used for Parent Outreach and support students' academic and social growth. The PTA and parent coordinator partner to offer parent workshops (academic support, CCLS, communication, testing, performance assessments, middle school development stages). The counselor with the support of a part time counselor, call and meet with parents periodically to discuss high school articulation, admissions, opportunities, scholarships, crisis management, IEP, etc. The part time counselor was hired because we realized we had a bilingual need.
3. **Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.**

   We use staff members or the translation and interpretation unit.

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**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

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**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

All school based communications are sent home in English and Spanish. Translation services are provided by our parent coordinator or other bilingual staff for all parent meetings (both individual and group). If a school-based staff member is not available for written or oral translation, or if translation is needed in a language that cannot be served by school staff, funds have been set aside in the school budget for an outside vendor to provide translation.

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**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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