2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 03M862
School Name: MOTT HALL II
Principal: MARLON LOWE
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Mott Hall II

School Number (DBN): 03M862

BEDS Code: 310300010862

Grades Served: 6-8

School Address: 234 West 109th Street, New York, NY 10025

Phone Number: 212-678-2960

Fax: 212-222-0560

School Contact Person: Marlon Lowe

Email Address: Mlowe5@schools.nyc.gov

Principal: Marlon Lowe

UFT Chapter Leader: Elizabeth Fletcher

Parents’ Association President: Hollie Elkins

SLT Chairperson: Elizabeth Fletcher

Title I Parent Representative (or Parent Advisory Council Chairperson): Hollie Elkins

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 03

Superintendent: Ilene Altschul

154 West 93rd Street, New York, NY 10025

Superintendent’s Office Address: jaltsch@schools.nyc.gov

Superintendent’s Email Address: 212-678-5857

Phone Number: 212-222-7816

Fax: N/A

Field Support Center (FSC)

FSC: Manhattan

Executive Director: Yuet Chu

2018-19 CEP 3
Executive Director’s Office Address: 333 Seventh Avenue

Executive Director’s Email Address: ychu@schools.nyc.gov

Phone Number: 646-470-0721  
Fax: 917-339-1765
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>Marlon Lowe</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Fletcher</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>HollieElkins</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></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></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></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>John Dewey</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Melissa McGovern</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Aida Velez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Alice Chao</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Jennifer Kesten</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Kristie Nam</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Mark Seaman</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</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?

Mott Hall II is dedicated to the academic and personal development of scholars who will become tomorrow’s leaders. Scholars are challenged to question, anticipate and solve problems, assume personal responsibility, and emerge as enthusiastic life-long learners and independent thinkers 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.

Mott Hall II graduates will be independent and inquisitive young people on the path to being life-long learners and doers. All learning at Mott Hall II takes place in the context of the age of technology into which our scholars are born and in which they will someday lead. Scholars receive the individual attention they need in order to thrive. In an atmosphere like that of a family, both caring and firm, scholars are challenged by a rigorous scholastic program and nurtured by activities that address their developmental progress from child to adolescent. Mott Hall II teachers not only encourage creativity and critical thinking, but self-discipline and responsibility as well.

The Mott Hall II philosophy of educating the whole child is realized through innovative courses that provide academic challenges and cultivate personal initiative. Courses and enrichment activities within and beyond the regular class schedule reach into the city, linking scholars to the world of work, the natural environment, community service, the arts and higher education. These programs include partnerships with Urban Advantage Middle School Science Initiative, Columbia University Teachers College, Manhattan School of Music, Asphalt Green, Society for Educational Arts, and Sheltering Arms After-School Program. Core courses include English, Social Studies, Mathematics, Science, Art, Music, Physical Education, and foreign language.

We also abide by and adhere to the following guidelines and values:

**We take responsibility for results:** We take responsibility for the results of our scholars. We do not make excuses for poor student achievements. We constantly ask ourselves what we can do to improve the achievement and engagement levels of our scholars.

**We act professionally:** We are positive, optimistic, pro-active, and professional with our scholars, their families and with each other.

**We are dedicated:** We believe that we must work harder than what is sometimes expected of educators elsewhere in order to achieve the results we want. We are dedicated to making the school’s goals a reality.

**We sweat the details:** We sweat the details, particularly regarding student behavior, engagement, organization and academic achievement. We believe that if we make a big deal of the little problems, then big problems will never materialize.

**We are caring and strict:** We are both caring and strict. We are comfortable with our authority as adults, however, we also know that we must strive to build deep, caring, trusting relationships with each student.

**We have high expectations:** We have very high expectations for student behavior and academics. We are constantly measuring the realities of every day against these high expectations and constantly readjusting our practices, actions and mentalities to reach them.

**We act with a sense of urgency:** Mott Hall II is uniquely suited to close the achievement gap. Most of our scholars enter the school performing at grade-level or better. We must use every minute of every class as efficiently and productively as possible in order to ensure that our scholars are able to compete with students from other rigorous schools. We also must ensure that our scholars succeed in high school and college.

**Our school, our success:** Success can only be obtained if all stakeholders (administration, teachers, parents, students, etc.) work together to achieve our goals.

3. Describe any special student populations and what their specific needs are.
Mott Hall II serves students with disabilities and ENL students. Their specific needs include a modified curriculum; additional teaching staff to provide support; academic intervention services when necessary.

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.

Mott Hall's enjoyed the most significant growth with Strong Family-Community Ties. The school grew from 3.99 to 4.36. For the 2018-2019 school year, Mott Hall II will place the greatest emphasis on rigorous instruction as we absorb students from P.S. 165 and work to accelerate the pace of learning for all scholars.
### School Demographics and Accountability Snapshot for 03M862

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

| English Language Learner Programs (2018-19) | N/A | N/A | Self-Contained English as a Second Language | N/A |

| Transitional Bilingual | N/A | Dual Language | N/A | N/A |

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Special Classes (Math)</td>
<td># SETSS (Math)</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>12</th>
<th># Music</th>
<th>18</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td># Foreign Language</td>
<td>18</td>
<td># CTE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>60.0%</th>
<th>% Attendance Rate</th>
<th>96.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>56.7%</td>
<td>% Reduced Lunch</td>
<td>5.3%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>2.0%</td>
<td>% Students with Disabilities</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 0.9% | % Black or African American | 26.6% |
| % Hispanic or Latino | 43.3% | % Asian or Native Hawaiian/Pacific Islander | 4.4% |
| % White | 19.3% | % Multi-Racial | 6.4% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 5.66 | # of Assistant Principals (2016-17) | 2 |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 26% |
| % Teaching with Fewer Than 3 Years of Experience | 11% | Average Teacher Absences (2014-15) | 4.6 |

#### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | 67.9% | Mathematics Performance at levels 3 & 4 | 50.4% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

#### Student Performance for High Schools (2016-17)

| 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 |

#### Overall NYSED Accountability Status (2018-19)

| Reward | No | Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

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

#### Elementary/Middle School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | American Indian or Alaska Native | N/A | Black or African American | N/A | YES |
| Student with Disabilities | YES | Limited English Proficient | N/A | YES |
| Economically Disadvantaged | YES | ALL STUDENTS | YES | YES |

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | American Indian or Alaska Native | N/A | Black or African American | N/A | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | YES |
| White | YES | Multi-Racial | N/A | YES |
| Students with Disabilities | YES | Limited English Proficient | N/A | YES |
| Economically Disadvantaged | YES | ALL STUDENTS | YES | YES |

#### High School

| Met Adequate Yearly Progress (AYP) in ELA (2016-17) | American Indian or Alaska Native | N/A | Black or African American | N/A | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | N/A |
| White | N/A | Multi-Racial | N/A | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A | N/A |

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | N/A |
| White | N/A | Multi-Racial | N/A | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A | N/A |

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | N/A |
| White | N/A | Multi-Racial | N/A | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | 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.

1. Mott Hall II continues to perform well on the New York State assessments. This is evidenced by Mott Hall II’s comparison with New York City where for all standards in both testing subjects (math and ELA), Mott Hall II outperformed the rest of the city by .08 points in ELA and .09 for 6th and 7th grade math. Additionally, 100 percent of scholars had the opportunity to earn high school credit by taking the Living Environment and/or Common Core Algebra Regents.

2. Mott Hall II has identified student student engagement as an area of focus. 58% of scholars say they are challenged in their classes. 48% say teachers ask difficult questions in class and 50% of teachers say that students respond to challenging questions in class. Additionally, only 25% of scholars said they discuss ideas from class outside of the classroom on the Student Perception Survey.

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, 20% of observations will be rated as highly effective for engaging students in learning (as measured by Advance observation data) as a result of professional learning centered around student engagement and making thinking visible.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<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>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All teachers</td>
<td>Fall 2018 through June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>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).</td>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Grade Team leaders, teachers</td>
</tr>
<tr>
<td>Teachers will receive actionable feedback during classroom observations with a specific emphasis on student engagement and thinking.</td>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Literacy Coach, Grade and Department leaders.</td>
</tr>
<tr>
<td>Teachers will level all lessons taught to ensure that all scholars are challenged at the appropriate level.</td>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Grade Team leaders, teachers</td>
</tr>
<tr>
<td>Professional Learning: All teachers will receive training on &quot;Making Thinking Visible&quot;</td>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Literacy Coach, Grade and Department leaders.</td>
</tr>
</tbody>
</table>

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.

1. Grade team newsletters will be distributed each month highlighting what students are learning in order to support content-related discussions outside the classroom.

2. Syllabi will be provided during Curriculum Night in September outlining the curriculum for the 2018-2019 school year.

Part 4 – Budget and Resource Alignment

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

1) Professional Learning: All teachers will receive a copy of "Making Thinking Visible" so that they can incorporate well-regarded instructional techniques to facilitate student engagement and thinking.

2) Reading period: All students will have a new reading period which will be used to increase reading levels and the ability of students to access high level texts.
3) Ongoing feedback and assessment by teachers and administration

### 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></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th></th>
<th>21st Century Grant</th>
<th></th>
<th>SIG</th>
<th></th>
<th>PTA Funded</th>
<th></th>
<th>In Kind</th>
<th></th>
<th>X</th>
</tr>
</thead>
</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 January 2019, advance data will be reviewed to measure progress toward achieving our goal of 20% rated highly effective. The school will be deemed on track to meet the goal if at least 20% of observations are rated highly effective from 3C - Student Engagement on the Danielson Rubric.

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

1. ADVANCE data

**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 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>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>
</table>

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

1. Mott Hall II has been very successful with creating a safe learning environment. 97% of students stated they feel safe in classes at their school. For the safety category, Mott Hall II outperformed the District (+2%) and the city (+6%).

2. Classroom behavior has become an area of focus. 41% of scholars say that most students behave well even when the teacher isn't watching. Additionally, Mott Hall II received less positive ratings for classroom behavior than both the district (-4%) and the city (-3%).

3. Mott Hall II has various practices and structures in place to support the whole child. Each scholar has an adviser who they meet with regularly for support; grade-wide assemblies are held each week to solicit feedback and build a positive culture; scholars receive a weekly newsletter detailing expectations for the week; and the school has two full time guidance counselors to support students.

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—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.</th>
</tr>
</thead>
</table>

By June 2019, we will increase the percentage of positive ratings for "classroom behavior" on the NYC School Survey so that 70% of survey responses are positive.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<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>1) Professional Learning:</td>
<td>All Teachers</td>
<td>September 2018 through 2019</td>
</tr>
<tr>
<td>a) Kids at Hope training will be provided to the staff to support setting positive and high expectations for scholars</td>
<td></td>
<td>Principal, Assistant Principal, Dean of Students, Guidance Counselor, Parent coordinator, classroom teachers</td>
</tr>
<tr>
<td>2) Advisory:</td>
<td>All scholars</td>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td>a) All scholars will be assigned an adviser who they will meet with each week.</td>
<td></td>
<td>Principal, Assistant Principal, All advisory teachers</td>
</tr>
<tr>
<td>b) Advisory is being restructured so that students meet with their adviser daily in lieu of the traditional homeroom period. Behavior will be monitored through advisory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Grade-wide Assemblies:</td>
<td>All scholars</td>
<td>September 2018 through 2019</td>
</tr>
<tr>
<td>a) Scholars meet weekly as a grade to discuss community issues, build student ownership of the school environment and encourage positive behaviors</td>
<td></td>
<td>Dean of Students, Guidance Counselor</td>
</tr>
<tr>
<td>4) Student Council</td>
<td>All scholars</td>
<td>September 2018 through 2019</td>
</tr>
<tr>
<td>a) The Student Council will consider initiatives and strategies that will improve student perception of school culture.</td>
<td></td>
<td>Members of Student Council, Supervising Teacher</td>
</tr>
<tr>
<td>b) The Assistant Principal will meet with the Student Council for bi-weekly check-in meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5) Student Response Teams

<table>
<thead>
<tr>
<th>Teachers and scholars</th>
<th>September 2018 through June 2019</th>
<th>Crisis Response Teams; Student Referral Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Crisis Intervention Team and Student Referral Team will provide individualized and targeted supports to help struggling scholars.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6) School designed survey

<table>
<thead>
<tr>
<th>Scholars</th>
<th>January 2019</th>
<th>Guidance team</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) A survey will be administered to assess student perception of classroom behavior.</td>
<td></td>
<td></td>
</tr>
</tbody>
</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.

A parent breakfast will be offered to all families explaining the adolescent brain and why some students experience behavior problems in school. Parents will also receive concrete strategies to support behavior at home during the breakfast.

Parent newsletter will include the advisory curriculum and ways in which the curriculum can be reinforced at home.

### 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

a. Four professional learning sessions facilitated by The Leadership Program

2) Advisory

a. Daily advisory during a restructured homeroom period
3) Grade-wide Assemblies

a. Weekly grade-wide assemblies

4) Student Council

a. Bi-weekly meetings with the Assistant Principal and supervising teacher

b. Public forums will be held with other students at least once per quarter

5) Newsletters

a. Parent and student newsletters sent out each week.

---

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>C4E</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.

During January of 2019, Mott Hall II will assess students to determine progress towards goal. We are on track to achieve our goal if at least 70% of scholars respond favorably.

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

School-generated survey to be created.

**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.

1. Mott Hall II was very highly rated for collaborative teachers. The school earned a 4.52 which marked significant growth from the 4.40 the school earned in the previous year.

2. "Innovation and Collective Responsibility" were the lowest rated areas on the NYC School Survey for collaborative teachers. On average, only 80% of teachers responded favorably.

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, due to increased collaboration between all teachers who will incorporate a reading period for all scholars, the percent of teachers responding favorably to "innovation and Collective Responsibility" will be 90% on the NYC School Survey.
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>Activities/Strategies</th>
<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>1) Professional Learning – Teaching literacy &amp; reading</td>
<td>All teachers except math teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Integrated Reading coach, MSQI coach</td>
</tr>
<tr>
<td>All teachers (with the exception of math teachers) will be trained in the implementation of a literacy strategy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Reading period - All literacy teachers will teach at least one reading period to scholars each week.</td>
<td>All teachers except math teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Integrated Reading coach, MSQI coach</td>
</tr>
<tr>
<td>3) Literacy meetings : All reading teachers will meet with the reading coach to monitor student progress quarterly.</td>
<td>All teachers except math teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Reading coach, MSQI coach</td>
</tr>
<tr>
<td>4) School designed survey - All teachers will take a survey at the midpoint of the school year.</td>
<td>All reading teachers</td>
<td>February 2019</td>
<td>Principal, Assistant Principal, MSQI coach</td>
</tr>
</tbody>
</table>

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.

1. Parents will receive a literacy report which will include their scholar’s current reading level and reading goal for the year.
2. Family coordinator and reading coach will host a parent event in November to provide concrete strategies on how to support student with reading at home. Strategies will also be shared to support and encourage independent reading.

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 - MSQi integration

2) Professional Learning - teaching reading

3) Learning Explorations

a) Reading period for all scholars

4) Educational Software

a) Newsele Pro educational program, STAR Reader and Accelerated Reader

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

| X | Tax Levy | || Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| X | C4E | || 21st Century Grant | || SIG | || PTA Funded | X | In Kind | X | Other |

Part 5 – Progress Monitoring

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

By February 2019, the school will be deemed to be meeting the goal if at least 85% of teachers respond favorably to the school-designed survey.

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

1. School designed survey

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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mott Hall II has received exceptional ratings for School Leadership. It was the highest rated component on the Framework for Great Schools report. Additionally, the school exceeded both the district and New York City on this metric.</td>
</tr>
<tr>
<td>2.</td>
<td>There is a clear desire in the school for teachers to have opportunities to work with teachers from other school. Only 50% of teachers reported having the opportunities to do so on the</td>
</tr>
</tbody>
</table>

### 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By June 2019, 100% of teachers will say they had the opportunity to collaborate with teachers and professionals from other schools.</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) 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 Staff</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Department leaders</td>
</tr>
<tr>
<td>All staff</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, Grade team leaders, reading coach</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Assistant Principal</td>
</tr>
</tbody>
</table>

1) Professional Learning: All staff will be invited to participate in one visit to another school with the visit focused on one of our priorities.

2) Manhattan Field Support: All opportunities involving visitations to schools will be shared with the staff.

3) Intra-visitations: All department staff will visit with grade or department colleagues to model the visitation process.

4) Administer survey to assess percentage of staff who received opportunities to visit other teachers.

5) Offer opportunities for inter visitations through the observation feedback cycle.

6) Maintain log of inter visitations completed

### 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.

1. Parents will be informed of the value of this exercise through the School Leadership Team.
2. New strategies learned from neighboring schools will be discussed with scholars for feedback before being incorporated.

Part 4 – Budget and Resource Alignment

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

Title 1 funds will be used to secure per diem staff to cover teacher absences.

Manhattan Field Support opportunities will be utilized to facilitate intervisitation.

**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>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</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 February 2019, at least 70% will engaged in a professional collaboration with educators from another school.

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

1. Inter visitation log

**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

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.

| 1. Mott Hall II has established strong family-community ties. Over 88% of parents completed the Learning Environment Survey which is well above the NYC average. Additionally, Mott Hall II exceeded both the city and district averages for outreach to families. |
| 2. Families are extremely satisfied with the school; however, only 57% responded favorably to the "classroom behavior" questions of the Learning Environment Survey. |

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, through the implementation of "reverse suspensions" at least 90% of families will respond favorably to all questions in the "Strong-Family Community Ties" category.
### 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>No.</th>
<th>Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Professional development - guidance and grade-level leaders will be trained on how to implement reverse suspensions.</td>
<td>Dean of scholars, school counselors, grade team leaders</td>
<td>October 2018</td>
<td>Principal, Assistant Principal, Dean of Scholars</td>
</tr>
<tr>
<td>2)</td>
<td>Invitations - for repetitive level 1 and level 2 behaviors, parents will be given the option to engage in a &quot;reverse suspension&quot; in lieu of traditional suspensions.</td>
<td>All parents</td>
<td>September 2018 through June 2019</td>
<td>Principal, Dean of Scholars, guidance counselors</td>
</tr>
<tr>
<td>3)</td>
<td>Administration will work with teacher teams to design a protocol to be used for parent visits</td>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>4)</td>
<td>School designed survey to assess perceptions of classroom behavior</td>
<td>All teachers</td>
<td>September 2018 through June 2019</td>
<td>Principal, Assistant Principal, School Counselor</td>
</tr>
</tbody>
</table>

### 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.

Parent coordinator will lead a parent breakfast in the fall and spring to highlight the value of reverse suspensions.

### 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) Tax Levy will be utilized to purchase incentives for parent participation.

**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>
<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></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</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 February 2019, 70% of scholars will respond favorably to questions about classroom behavior.

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

School designed 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 (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Performing below grade level on performance tasks, defined by scoring below level 2 on 4-point rubric. Performing below grade level on NYS ELA assessment.</td>
<td>Reading period will be implemented across the school for all scholars. Homework lab program will be assigned to scholars who fail to submit assignments regularly.</td>
<td>ELA Explorations – small group instruction led by literacy teachers. Wilson Program – small group instruction led by Wilson trained staff. Homework Lab – tutoring.</td>
<td>ELA Explorations – during the school day – period 8, twice a week. Wilson Program – during the school day – period 8, three times a week. Homework Lab – after school.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Performing below grade level on performance tasks, defined by scoring below level 2 on 4-point rubric. Performing below grade level on NYS Math assessment.</td>
<td>Help Math to provide individualized math instruction to self-contained scholars. Small group instruction to be provided during 8th period. Homework lab program will be assigned to scholars who fail to submit assignments regularly.</td>
<td>Help Math – small group. Math Explorations – small group instruction led by math teachers. Homework lab – tutoring.</td>
<td>Help Math – before, during and after school. Math Explorations – during the school day – 8th period, twice a week. Homework lab – after school.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Performing below grade level on performance tasks, defined by scoring below level 2 on 4-point rubric.</td>
<td>Extended time will be incorporated into the school day so that scholars in all three grades receive explicit skills based</td>
<td>Science Explorations – small group instruction led by ELA teachers.</td>
<td>Science Explorations – during the school day – 7th period, twice a week.</td>
</tr>
</tbody>
</table>

2018-19 CEP
| Social Studies | Performing below grade level on performance tasks, defined by scoring below level 2 on 4-point rubric. | Scholars who scored a 1 or low 2 on last year’s state ELA assessment will receive tutoring from the Ivy Key program. Extended time will be incorporated into the school day so that scholars in all three grades receive explicit skill based instruction from social studies teachers. Homework lab program will be assigned to scholars who fail to submit assignments regularly. | Social studies Explorations – small group instruction led by social studies teachers. Homework lab – tutoring. Ivy Key tutoring – after school tutoring. Social studies Explorations – during the school day – 7th period, twice a week. Homework lab – after school. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Evidence of poor or distracting behavior including prevalence of Principal’s and Superintendent’s Suspensions. Poor academic performance as measured by report card grades. Performing below grade-level as evidenced by scores on common rubrics and analysis of student work. | Guidance counselor will provide at-risk guidance support to scholars who are failing classes. Guidance counselors and teachers will meet with parents of scholars failing one or more classes. Mandatory tutoring will be provided to scholars who did not score level 2 on the state ELA and/or math assessment. At risk counseling – one to one or group. Parent meetings – group meetings involving all teachers. Mandatory tutoring – tutoring program. Mott Hall II’s advisory – small group. Student Referral Team – classroom based interventions led by teachers in the At risk counseling – during enrichment periods. Parent meetings – before and after school. Mandatory tutoring – after school tutoring program. Mott Hall II’s advisory – during the school day – 7th period, once a week. |
| Mott Hall II’s advisory program (every teacher is an advisor) will provide life skill development with a particular focus on at-risk scholars through the use of the Leadership program. | Scholar's current academic setting. |
| Student Referral Team (administration, special education teachers, and guidance counselor) will review student cases based on referrals made by teachers. Instructional strategies will be recommended to general education teachers before special education services are considered. | Student Referral Team – weekly meetings. |
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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
Scholars in temporary housing will be provided with extra clothing; transportation assistance; a Google Chromebook to be taken home; and batteries to help power provided electronics.

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.

Mott Hall II received $9,942 in STH funding.
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

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Program (SWP)</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

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.

Mott Hall II actively recruits from Teachers’ Choice which is in our neighborhood. We also have a strong relationship with the New York City Teaching Fellows. Finally, we attend all city-wide and borough-wide hiring fairs to assess the best talent.

All new teachers at Mott Hall II receive mentoring from an experienced teacher. We also hold monthly new teacher meetings. Finally, professional development is offered through a variety of sources including MSQI, Community School District 3, Metamorphosis and Urban Advantage.

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).

All Mott Hall II teachers are trained on how to teach reading (through MSQI) and how to teach writing (Basic Writing Curriculum). The Social Studies Scope and Sequence is reviewed and implemented with the support of the Manhattan Field Support Team. Math training and support is provided by Community School District 3 and the Metamorphosis team. Mott Hall II teachers also engage in intervisitations and intravisitations to build capacity.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

NA

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.

NA

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>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.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$238,325</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Indicates that funds are consolidated conceptually, but not reported in separate accounting codes.
² Indicates that funds must meet the intent and purposes of each program whose funds are consolidated.
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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [Mott Hall II] , in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School ESSA Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Mott Hall II] will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement

**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 Elementary and Secondary School Act;

• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

• translate all critical school documents and provide interpretation during meetings and events as needed;

• conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

---

**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)**

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

## I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary School (ESSA) Act;

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

### 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 Elementary and Secondary School Act 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;

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.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>conceptually consolidated (skip part E below)</td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):
- Before school
- After school
- Saturday academy

| Total # of ELLs to be served: |
| Grades to be served by this program (check all that apply): |
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Total # of teachers in this program: |
| # of certified ESL/Bilingual teachers: |
| # of content area teachers: |

2018-19 CEP
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.
- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____

Part E: Budget

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

Allocation Amount: $_____  

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$_____</td>
<td>____</td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 46
### Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

District 03  Borough select one  School Number

School Name Mott Hall II

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

Principal Marlon Lowe  Assistant Principal Marciarie Rodriguez
Coach
ENL (English as a New Language)/Bilingual Teacher Violeta Trifu  School Counselor Jodi Robbins
Teacher/Subject Area Valeriano Small/Special Educat
Teacher/Subject Area Juliana Herrera/Technology
Related-Service Provider Sara Fellus  Field Support Center Staff Member Sileni Nazario
Superintendent Ilene Altschul  Other (Name and Title)

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
<td></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>0</td>
<td></td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes ☑️
  - No ☐
  - If yes, indicate language(s):

- Dual language program (DL)
  - Yes ☑️
  - No ☐
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes ☑️
  - No ☐

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.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</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></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</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>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</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 II utilizes STAR Reader and Accelerated Reader to baseline all ELL scholars and to measure their progress. The school's instructional plan places a strong emphasis on literacy instruction. Through the use of these softwares, we are able to learn reading level (grade level), percentile rank, instructional reading level, language acquisition and level of achievement as it pertains to the reading of literature and informational text. Once this information is determined, we subsequently provide targeted support to scholars, through the use of leveled and differentiated tasks, to ensure growth throughout the school year.

2. What structures do you have in place to support this effort?
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?
   We evaluate the success of our ESL program by how well scholars do during the course of the year in their core classes as well as how they do on NYC performance tasks, school performance tasks, and NYS Assessments (ELA, Math and Science). Progress made on STAR Reader and Achieve 3000 is also closely assessed to determine if scholar’s met their individualized goals as set forth by ENL teacher.

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

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.]
   Not applicable to Mott Hall II.

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].
   Our ELLs have made progress and all are considered advanced.

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

---

**Part IV: ELL Programming**

**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 in 55-minute periods throughout the day.
      a. There are many organizational models in place: Push-In (Co-Teaching), Pull-Out, Collaborative as well as Self-Contained models are evident across disciplines.
      b. Program models include block periods where classes travel together as a group. classes are set up Heterogeneous formats. The ENL pull-out class consists of an upgraded format where students are in mixed grades.
      c. In the stand alone model, scholars are grouped homogeneously, regardless of grade, as Mott Hall II only has advanced level scholars.
   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 mandated number of instructional minutes, as per CR Part 154, are provided by a certified teacher in each core class as well as during their scheduled ESL class.
a. ESL instructional minutes are delivered specifically in eight 55-minute periods a week. The remainder of the mandated time is delivered during ELA classes throughout the day, all week as a push-in program. ELA classes are comprised of five one hour block periods, for a total of 300 instructional minutes per week. Beginner ELLs and intermediate ELLs receive a total of 360 minutes a week of services. Advanced ELLs receive 180 minutes of mandated service a week. Sixth and seventh graders receive Spanish as a second language while eighth graders are in a class of native speakers.

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.

Content areas are delivered in 55-minute periods in a heterogeneous setting. Word walls are evident in each classroom and are accessible to all students. The objective (aim), "do now" and lesson are always visible on the whiteboard or on the "ELMO" screen. New vocabulary introduced to students each period is always written in a designated area so that it is easily visible to students. Teachers orally go over lessons thoroughly and repeat segments of lesson if students are unclear. Visual aids, manipulative, pictures and technology are used in the content areas to facilitate understanding and language development. In addition, instructional lessons are developed around the Common Core Learning Standards across disciplines. Student learning focuses on meeting set goals specific to the Common Core. The ENL teacher provides specific scaffolds, such as graphic organizers, vocabulary support, and individual attention to support content area learning for ELLs. As additional support, Achieve 3000 is use dto develop targeted Common Core Learning Standards across disciplines.

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

Evaluations of ELLs are determined by the HLIS. If a language other than English is considered the primary language then student is evaluated accordingly. For students whose home language is Spanish the Spanish LAB is administered. They are also provided with translated versions of the NYS test for Science, Social Studies, and Math, if available in their home language. Glossaries are available for State tests as well as class use.

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

Instruction is differentiated for ELL subgroups by how students are grouped. More advanced students might be paired with intermediate students to assist with given tasks. Individual conferencing between student and teacher is often an occurrence. During individual tasks teacher works with individuals for a given time frame.

a. We currently do not have SIFE students. If we did have SIFE students our plan would be as follows: We would provide AIS once a day where students would receive decoding and fluency instructions using the Wilson Program. These students would also be mandated to participate in the Extended Day program. We would develop an after school program that would provide NLA instructions which will develop their academic skills in their native language. Classroom instructions would be in a small group with many one-to-one teaching opportunities. Students' library would consist of low inference/high interest books. Students would be provided with visual aids as much as possible.

b. In addition to the services above, newcomer’s participate in a before school program which focuses on the listening and speaking modalities. ENL teacher provides a mini lesson targeting listening and/or speaking skills, then students are directed to either the listening centers to practice skills or to work in groups to develop skits which will present to the class as a group.

c & d. The plan for ELLs receiving services for 4 to 6 years and long-term ELLs is the same. ELLs participate in a more rigorous program (ENL) where they engage in reading more non-fiction texts. Emphasis is made on writing skills through continuous response to non-fiction text. Writing assignments and projects require more extensive and elaborate detail. A wide range of academic vocabulary use is expected and taught throughout all content area. They receive additional instruction during extended periods throughout the day.

e. Former ELLs still receive testing accommodations for two years after becoming proficient. This includes acomodations such as time and a half and separate location for standardized testing. Additionally, former ELLs receive 90-minutes of ENL services for two years.
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?

ELL-SWDs are taught using low inference/high interest books, manipulative, visuals aids, and pictures to teach content areas. Special education teachers consult on a regularly basis to best serve those students. ENL teacher uses her time with the ELL-SWDs to emphasize and reinforce materials and content being taught by special education teachers. Total Physical Response method is used to teach ELL-SWDs. Some instructional strategies used are graphic organizers, visuals, audio, cooperative learning activities, modified class work, and multicultural resources. Materials used to accelerate English language acquisition include flow charts, maps, charts, graphs, pictures, t-charts, venn diagrams, time lines, computers, videos, films, demonstrations, labeling, music, books, games, journals, community resources, check-lists, and portfolios. These materials provide extra support for English language acquisition through content area learning.

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?

ELL-SWDs students are participating in an Explorations program which offers the student individualized instruction for at least one hour a week according to the data obtained from the ELA test scores. All our ELL students receive two hours of ESL instruction in a Pull-out and Push-in program where skills are taught according to the results of the NYSESLAT scores. Flexible scheduling is used to ensure that scholars are able to participate with their non-disabled peers. This includes aligning after lunch classes so that ELL-SWD students have the opportunity to take enrichment classes with their non-disabled peers.

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.

ELL students receive targeted individualized instruction during the Learning Explorations period each week. This instruction, which is grounded in the NYS ELA & Math item analysis tool, is tailored to the individual need of each student. ELL students receive targeted instruction in both math and literacy. Additionally, student teachers provide extra support in the classroom during instructional time. During lunch hours eighth grade teachers offer a quiet space for students to do homework. Assistance, if needed, is also offered in all subject areas by the teacher. The social studies teacher offers help with writing during lunch hours, as well as afterschool, targeting students who demonstrate low levels of writing skills. The Latin teacher also offers homework help during lunch hours, as well as afterschool, targeting students who are struggling in their language classes. The science teacher offers weekly afterschool tutoring for students who are struggling in science. We also have two afterschool sciences classes. Sixth graders are offered a class dealing with neurosciences and eighth graders are offered a class in alternative energy.

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

For the 2015-2016 school year, Mott Hall II is offering Latin for the first time. This new program will enhance the language development of our ELL scholars. Additionally, Achieve 3000 was purchased to better support ELL scholars. Leveled articles and other critical tools are now accessible for teachers to use with these students.

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

None

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

Mott Hall II has a rich after school offering including the Sheltering Arms program, sport teams, science enrichment, Latin dance, and other initiatives. All our ELL students participate in all the extracurricular activities, all the sports programs and in all our school trips and evening activities and social dances. All AIS is offered to ELLs before school, after school and during lunch. Our ELLs are invited to fully participate in all activities through various school communication methods such as phone calls, newsletters, fliers, and bulletins. Each source of communication is available in the home language of each ELL in order to promote and encourage attendance.
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.

Glossaries, dictionaries, laptops, chromebooks, literacy software, low inference/high interest books, and Spanish books are used in all core classes.

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

For our Spanish speaking ELL students, native language support is offered during foreign language class. They are also provided with dictionaries, glossaries and Spanish libraries. In addition, students are able to use Google translate in class.

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

By basing all instructional decisions in sound data, the school ensures that all scholars, including ELLs, receive the appropriate services and supports. Additionally, teachers set goals for scholars to ensure that they progress throughout the school year.

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?

Glossaries, dictionaries, laptops, chromebooks, literacy software, low inference/high interest books, and Spanish books are used in all core classes.

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).

For newly enrolled students, we hold two orientations at the beginning of July and at the end of August every year, where incoming students are given a tour of our building. During this orientation we also inform them of the expectations and supports available to them throughout the school year. Students have an opportunity to meet teachers and ask questions at that time. The ENL teacher, the parent coordinator, as well as administration are involved in these activities.

17. What language electives are offered to ELLs?

Latin is offered to all ELL scholars.

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)?

Mott Hall II does not have a dual language program.

---

**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?

   1. ELL personnel often participate in professional development workshops outside the school building targeting specific models such as SIOP twice a month. All teachers of ELLs also attend monthly meetings lead by the ENL teacher. Topic discussions include teaching strategies used with ELL students and specific ways we can develop academic language. All subject teachers receive professional learning support with literacy instruction. The school places a strong emphasis on the use of Achieve 3000 and the Basic Writing Program to support ENL language development. The Principal and Assistant Principal receive support from the District under the leadership of Superintendent. This includes guidance on implementing CR 154 and best practices for creating an inclusive environment for ELLs. Guidance counselors receive professional development on creating an inclusive environment for ELLs. All teachers of ELLs also attend monthly meetings lead by the ENL teacher. Topic discussions include teaching strategies used with ELL students and specific ways we can develop academic language. All subject teachers receive professional learning support with literacy instruction. The school places a strong emphasis on the use of Achieve 3000 and the Basic Writing Program to support ENL language development. The Principal and Assistant Principal receive support from the District under the leadership of Superintendent. This includes guidance on implementing CR 154 and best practices for creating an inclusive environment for ELLs. Guidance counselors receive professional development on creating an inclusive environment for ELLs.
environment for ELLs. The school secretary is also trained on how to welcome families and support ENLs as they transition into our school.

Professional learning is offered in various forms to support implementation of the Common Core Learning Standards for ELL students. First, department teams are required to identify priority standards to support ELL scholars. For the 2015-2016 school year, vocabulary and language acquisition are areas of focus for ELL students. Additionally, all teachers are trained on utilizing strategic supports during instruction to ensure that tasks are leveled and differentiated to accommodate the unique needs of ELL students. The ENL teacher attends monthly PDs focusing on the NYSESLAT and on teaching and learning strategies specific to English language acquisition.

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.

The school participates in two High School fairs a year. Staff are given sample mini lesson to do with their students so they are prepared to participate in the HS fairs in a way that is meaningful to them. Teachers are also given the opportunity to take their students on HS visits to further prepare them for their transition. They also provide college tours to provide students a look at their future and help them set long-term goals. Guidance counselors receive training on how to create a welcoming and safe environment for ELL students.

Continuous professional development is given to teachers throughout the year that goes over the 15% minimum hours and 50% total for ENL teachers. The school relies on the Manhattan field Support Center to provide professional development to the ENL teacher. The ENL teacher participates in the MFSC QTEI Institute. In addition to this we are offering the professional development in the Language Allocation Policy LAP Tool Kit Facilitators Guide from the Office of Language Learners to the staff by the ENL teacher. The ENL instructor attends professional development throughout the year as per the expectations set forth by the DOE. Sign-in sheets are kept of teachers who attend all professional development and agendas are maintained in a file at Mott Hall li. ELL specific topics include NYSITELL/NYSESLAT training and ELL specific learning and teaching strategies for English acquisition through Common Core Learning Standards. Topics of training includes helping scholars access the text; creating an inclusive environment in the classroom; and differentiating materials so target specific subgroups.

### 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?

   We have a very small group of ELLs in our school and the parents are informed by the ENL Coordinator, through scheduled annual meetings, as to the progress of their child. All our parents are invited to functions in our school and since the majority of our ELL parents are Spanish speaking we have bilingual staff members who are available at all meetings and parent outreach to ensure communication. We have a strong, involved PTA, consisting of ELL and non-ELL parents/guardians. All parents/guardians including the parents/guardians of ELLs are invited to attend parent curriculum workshops, PTA meetings, SLT meetings and other meetings with staff administration including other scheduled social and cultural events. Parents are encouraged to participate in information meetings here at the school and join in High School tours and the district Middle School Fair so they are more fully aware of educational options for their children. The PTA reaches out of get parents involved in planning, as well as, participating in these events. Parents are kept informed by letters and updated calendars. Parents are invited to attend all PTA meetings, parent teacher conferences, classroom events, concerts, fairs, information meetings and graduation ceremonies. They are notified by phone, letter, PTA happenings, information boards & bulletin boards, etc. Translation is provided by ENL teacher, other teachers, fellow parents and DOE translators.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.** Considering our small number of ELL scholars, our participation is rather high. Almost all ELL parents attend most parent events including PTA meetings and student after school events. ELL parents are also given access to Engrade Pro, an online grade book, so they have the ability to track the performance of their scholars. To ensure adequate use of this software, ELL
families receive all information translated and can attend parent breakfasts to learn how best to gain access to everything the school offers. Translation services are provided by the ENL teacher, other teachers, parents, and DOE translator.

### Additional Information

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

Principal Certification

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, Marlon Lowe, 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.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor's Regulations A663 for all schools

DBN: || School Name: || Superintendent: ||

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>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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.

   When students are admitted to our school, information from ATS (RHLA and RPOB) lets us know the home language. In addition, parents complete a survey that includes the home language and if there is a need for a translator for home calls and/or parent teacher conferences. Emergency contact forms are also distributed in English and Spanish. Additionally languages are provided by request.

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 majority of our students come from Spanish speaking homes. We also have a handful of families who speak Eastern European and African languages. At the beginning of the school year, teachers receive a spreadsheet with the preferred language of communication for non-English speaking families. Staff have also received the phone number for the Translation & Interpretation Unit, which we have utilized on occasions where there has been a need.

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Translation for Spanish is provided for all our out going messages, fliers and notices. This includes permission slips and the parent newsletter which is sent out on a bi-weekly basis. We also translate notices such as the parent-teacher conference letter, fliers for events, and notices from the Department of Education. We also have purchased translation software that has helped in translating our</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
communications. We have used school staff, parent volunteers and Translation & Interpretation unit to assist in written translations. Translation funds are used to pay for translation services. Translation assistance will be requested for fall, spring, and may conferences.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Formal face-to-face meetings include - parent teacher conference (November &amp; February), Curriculum Night (September), Family Science Night (May), all parent-teacher conferences (monthly), Open House (October &amp; November). Informal interactions occur regularly as Mott Hall II has an open door policy. Parents routinely stop in to speak with administration, guidance or classroom teachers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

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.

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 centrally produced communications will be provided in the preferred language of our ELL families. Student specific documents with regard to health, safety and legal/disciplinary matters will also be provided in the preferred language. When we are unable to get translation services, due to circumstance beyond our control, we will provide a notice in the preferred language explaining how the family can request translation services later on.

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?

Mott Hall II gathers feedback from parents at monthly PTA meetings where there is a question and answer opportunity with the Principal. Surveys are also administered at least twice a year to families. Learning Environment Survey data is also closely reviewed. Finally, the school affords parents the opportunity to submit feedback to the translation specialist on staff.