2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): 09X128

School Name: MOTT HALL III

Principal: JORISIS STUPART
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

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Section 1: School Information Page

School Information

School Name: Mott Hall III  
School Number (DBN): 09X128

BEDS Code: 320900010128

Grades Served: 6, 7, 8

School Address: 580 Crotona Park S, Bronx, New York, 10456

Phone Number: (718) 842-6138  
Fax: (718) 842-6348

School Contact Person: Rachel Rymer  
Email Address: rrymer@schools.nyc.gov

Principal: Josis Stupart

UFT Chapter Leader: Sahidatulssaka

Parents’ Association President: Jennifer Teasley

SLT Chairperson: Meredith Mazur

Title I Parent Representative (or Parent Advisory Council Chairperson): Mohammed Awal Ayub

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 9  
Superintendent: Leticia Rodriguez-Rosario

Superintendent’s Office Address: 1245 Washington Ave, Bronx, New York 10456

Superintendent’s Email Address: LRosario2@schools.nyc.gov

Phone Number: (718) 842-0138  
Fax: (718) 410-7017

Field Support Center (FSC)

FSC: Bronx  
Executive Director: Jose Ruiz
Executive Director’s Office Address: 1230 Zerega Ave, Bronx, New York 10462

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: (718) 828-4222
Fax: (718) 828-2102
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>Jorisi Stupar</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Sahidatu Issaka</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jennifer Teasley</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Corinthian Lee</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Mohammed Ayub</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Sorviel Carрасquillo</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Liliana Royet</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Simon</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Meredith Mazur</td>
<td>Member/UFT</td>
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<tr>
<td>Desiree Ocasio</td>
<td>Member/Parent</td>
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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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th><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.</th>
</tr>
</thead>
<tbody>
<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:

1. **Instructional Core Across Classrooms**: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. **School Culture**: Positive Learning Environment (1.4), High Expectations (3.4)
3. **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 III prepares students to become responsible citizens and future leaders in mathematics, science, technology and the humanities. We strive to create a community of learners who not only love to learn, but who have the knowledge base to do so.
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.

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

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

We are in our fourth year of implementing the DOE-recommended curricula of Expeditionary Learning in ELA. In Math, we are in our second year of implementing the EngageNY curriculum in September 2016. Teachers use the modules and resources from this curriculum flexibly, with the needs of their students in mind and with ongoing assessment data informing their instruction. Over the last three years, administrators have worked with department teams to develop Planning Guides for each subject. These planning guides establish coherent practices for curriculum planning, assessment, and progress tracking to inform their instruction. While the Curriculum Map and Unit Plan templates are used by teachers throughout the school, each department also has developed lesson plan templates for use by all subject teachers. Teachers consulted the Danielson Framework for Teaching to develop these lesson plans, emphasizing student time on task and with specific areas for planning higher-order questions, and strategies to meet student needs.

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

In addition to a quality, standards-based academic curriculum, Mott Hall III offers students a variety of enrichment opportunities both during the school day and after school. Our Mott Hall III Schoolwide Enrichment Clusters include dance, chorus, MH3 Rockstars, and Baker’s Delight. After school, our offerings include dance, basketball, art club, softball, baseball, and Specialized High School Preparation. We also pride ourselves on our one-to-one computer-to-student ratio at Mott Hall III. All classrooms are equipped with Smartboards, all teachers sign up to use our state-of-the-art computer lab with their classes, and all classrooms have easy access to laptop carts to maximize technology integration in the classroom.
3. Describe any special student populations and what their specific needs are.

Our student population includes 15% of students with Individualized Educational Plans and 5% English Language Learners. We have an Integrated Co-Teaching (ICT) classroom on each grade and two self-contained special education classrooms. Special education teachers, both in ICT and self-contained roles, have planning meetings weekly with regular education ELA and Math teachers to plan collaboratively, differentiate, and adapt the curriculum to support students with IEPs to meet subject-area standards. Students in self-contained classrooms have individualized, flexible schedules in which they “push-in” to ICT classes where appropriate, including art, physical education, social studies, and others. English Language Learners receive support from the school’s ENL teacher using a push-in model during ELA classes. The ENL teacher meets weekly with members of the ELA department to plan instruction and make modifications to support ELL students’ acquisition of academic vocabulary and content area reading.

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.

Because of our rich and rigorous curriculum, our commitment of offering all students access to that curriculum, our systems for maintaining high expectations for all students, and our variety of high-quality enrichment opportunities, we consider “Rigorous Instruction,” “Supportive Environment,” and “Collaborative Teachers” to be our strongest elements from the elements that comprise the Framework for Great Schools. In her Quality Review Report, the reviewer highlighted these features by rating our school “Well Developed” in Quality Review indicators 1.1, 3.4, and 4.2 when she visited our school in November 2014. She cited Indicator 1.1, which pertains to engaging, rigorous, and coherent curricula in all subjects, as an “Area of Celebration,” writing, “The school’s curriculum builds coherence across grades and subject areas and promotes college and career readiness for all students.” In the spring of 2018, our school achieved significant gains on state tests, with 60% of our students achieving proficiency on the NYS ELA Exam, an increase in 17 percentage points, and 52% of our students achieving proficiency on the NYS Math Exam, an increase in 7 percentage points from last year. We attribute these gains to our overwhelming strengths in the areas of "Rigorous Instruction," "Supportive Environment," and "Collaborative Teachers." We have made strides in all three of these areas of the Framework over the past four years, ensuring curricular alignment to the Common Core Standards, developing systems to support our positive school environment, and engaging all teachers in the inquiry process during our expanded professional learning time.

We hope to build on these strengths to focus on the other two elements from the Framework: School Leadership and School-Community Ties. This year, we have formalized the roles and functions of teacher leaders to improve communication and coherence across all teams. We now have three DOE Peer Collaborative Teachers to provide ongoing mentoring to all first- and second-year teachers. Next year, we plan to continue our progress in this area by implementing ongoing cycles of Teacher Rounds, coordinate professional learning among all Peer Collaborative Teachers and department leaders, and implementing standardized protocols for professional learning activities such as looking at student work. In addition, our new parent coordinator, in collaboration with our Community Coordinator, Admin Team, and faculty, has made great strides in enhancing our school's performance in the area of “School-Community Ties.” In the upcoming year, we seek to build upon our parent engagement activities and continue to maximize parents' opportunities to engage with their children’s educational experiences during the school day.
School Demographics and Accountability Snapshot for 09X128

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
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<td>Self-Contained English as a Second Language</td>
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<td>Transitional Bilingual</td>
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<td>Dual Language</td>
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</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA)</td>
<td># SETSS (ELA)</td>
<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
<td>23</td>
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<tr>
<td># Integrated Collaborative Teaching (Math)</td>
<td>22</td>
<td>11</td>
<td>35</td>
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<tr>
<td>Types and Number of Special Classes (2018-19)</td>
<td># Visual Arts</td>
<td># Music</td>
<td># Drama</td>
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<tr>
<td># Foreign Language</td>
<td>N/A</td>
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</tbody>
</table>

**School Composition (2017-18)**

- % Title I Population: 90.0%
- % Attendance Rate: 94.7%
- % Free Lunch: 87.6%
- % Reduced Lunch: 5.8%
- % Limited English Proficient: 4.7%
- % Students with Disabilities: 17.1%

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

- % American Indian or Alaska Native: 0.8%
- % Black or African American: 41.0%
- % Hispanic or Latino: 55.9%
- % Asian or Native Hawaiian/Pacific Islander: 1.1%
- % White: 0.6%
- % Multi-Racial: 1.4%

**Personnel (2015-16)**

- Years Principal Assigned to School: 14.25
- # of Assistant Principals: 4
- % of Teachers with No Valid Teaching Certificate: 8%
- % Teaching Out of Certification: 29%
- % Teachers with Fewer Than 3 Years of Experience: 25%
- Average Teacher Absences (2014-15): 6.8

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

- ELA Performance at levels 3 & 4: 61.6%
- Mathematics Performance at levels 3 & 4: 52.4%
- Science Performance at levels 3 & 4 (4th Grade): N/A
- Science Performance at levels 3 & 4 (8th Grade): 77%

**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**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>YES</th>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
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<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS</td>
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</table>

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

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>NO</th>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
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**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

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**High School**

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

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<tr>
<td>Students with Disabilities</td>
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<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS</td>
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**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
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</tbody>
</table>

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

<table>
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<tr>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS</td>
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</table>

2018-19 CEP
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.

As stated in our “CEP Overview,” the area of Rigorous Curriculum represents a strength for our school. Our Quality Reviewer highlighted this area in her report as an Area of Celebration. She described her observations of high-level tasks, classroom discussions, rigorous investigations, and argumentative writing assessments throughout the curriculum. She also cited the Planning Guides that have been developed by administrators and department teams to establish coherent practices for curriculum planning, assessment, and progress tracking among all teachers. These strengths in the area of rigorous instruction may contribute to the fact that our students regularly perform on par with, or outperform, their peers on statewide assessments throughout the city and state. It also explains why 97% of parents responded that they were satisfied with the education their children received on the 2018 NYC School Survey.

While we take pride in our accomplishments in the area of Rigorous Curriculum, we also consistently examine our data to set goals for academic improvements. In the 2017-18 school year, 60% of students achieved a Level 3 and 4 on the New York State ELA Exam. This percentage of students meeting proficiency increased from 43% during the previous year. The data shows that we must continue key initiatives to push our students to make individual progress toward rigorous learning goals using an assessment-driven and engaging curriculum. We must also ensure that we implement the Expeditionary Learning curriculum in a way that aligns to the goals of the standards, so that students are prepared to demonstrate proficiency on the 2019 ELA Exam.

In the 2017-18 school year, 52% of students achieved a Level 3 and 4 on the New York State Math Exam. This percentage of students meeting proficiency increased from 45% during the previous year. This data shows that we must continue key initiatives to push our students to make individual progress toward rigorous learning goals using an assessment-driven and engaging curriculum. We must also maximize our learning around the EngageNY Math curriculum, including maximum teacher participation in the NYC DOE’s Algebra for All initiative and District 9’s Teacher Rounds and Five Practices in Math initiatives, so that students are prepared to demonstrate proficiency on the 2019 Math Exam and master Algebra in their eighth or ninth grade years.

This year, we would like to track and monitor growth in a subgroup of our student population: those students performing in the lowest third citywide on NYS ELA and Math exams. While our students as a whole demonstrate gains in their state standardized test performance as they move from sixth to eighth grade, these gains are not shared by all students at our school. Specifically, students performing in the lowest third citywide on the NYS ELA exam experienced an average change in -3% in proficiency from spring 2016 to spring 2017. Students performing in the lowest third citywide on the NYS Math exam experienced an average change of -4% in proficiency from spring 2016 to spring 2017. This data drives us to develop systems for identifying, tracking, and providing ongoing support to this subgroup of students across all subject areas. With ongoing data monitoring and intervention, we aim to ensure that students in this subgroup experience significant progress throughout their years at our school.
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 May 2019, Mott Hall III students performing in the lowest third citywide will experience a 5% growth in their proficiency ratings, as measured by 2019 New York State ELA and Math exams.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All students</td>
<td>Family Day: 8/30/18; Curriculum Night: 9/20/18; Hispanic Heritage Month Celebration: 10/2/18; P/T Conferences: 11/27/18 &amp; 3/26/19; Black History Month Celebration: 2/12/18; Mother's Day Celebration: 5/10/18</td>
<td>ELA and Math teachers, in collaboration with the Admin team, plan weekly to implement the Common Core-aligned Expeditionary Learning and EngageNY curriculum in each grade.</td>
</tr>
</tbody>
</table>

Engage and support families in their understanding of our curriculum and standards for quality demanded by the Common Core, in order to support their children at home through the following parent engagement activities:

- School-wide events, such as our annual Family Day and Curriculum Night;
- Ongoing communication regarding students' academic and behavioral performance on our individual student weekly progress report;
- Ongoing outreach to parents during Parent Engagement afternoons, weekly grade team meetings, and other communication as needed to support student progress and performance.

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<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All students</td>
<td>September 5, 2018 – June 26, 2019</td>
<td>The Assistant Principal will design the school program. ELA and Math teachers will work together with their supervisors to plan for using this time on Common Core Curriculum and skills classes.</td>
</tr>
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The scheduling of each class to receive 8 hour-long periods of ELA and Math instruction each week; double block periods will be used whenever possible to maximize student engagement in higher-level discussions and complex tasks.

<table>
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<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All students</td>
<td>September 4, 2018: Chancellor's Conference</td>
<td>The admin team plans and facilitates ELA and Math professional development.</td>
</tr>
</tbody>
</table>

Engage in professional development on the following topics:

- Understanding the Next Generation Standards and their implications for our curriculum;
- ELA Department collaborative vertical analysis of our grades 6-8 curriculum maps, with an emphasis on writing standards, vocabulary development, complex and diverse texts, grammar units, and spiralling throughout the 6-8 ELA curriculum.
- Math department collaborative learning around the EngageNY curriculum, including our participation in the DOE’s Algebra for All Initiative, the Five Practices in Mathematics, and our work with Generation Ready Math Consultant Susan Midlarsky to implement this curriculum with an aligned, engaging, and responsive approach.
- Professional learning in both departments on the topic of implementing the Expeditionary Learning ELA curriculum and the EngageNY Math curriculum, using a responsive and assessment-driven approach;
- Engagement of Teacher Rounds teams that comprise teachers from across all departments to implement cycles of observation and feedback to enhance teacher practice;
- Looking at student work and using data to plan instructional next steps;
- Other topics related to the Next Generation Learning Standards, Framework for Great Schools, EngageNY, and Expeditionary Learning curricula.

**Data-Driven Curricular Structures:**

| All teachers | Data-Conferences Round I: September 2018, as part of Initial Planning Conference; Round 2: November 2018, to discuss MOSL baseline and first marking period data; Round 3: January 2019, to discuss student performance on midterm data; Round 4: March-April 2019, The admin team schedules and plans for Data Conversations with teachers at the end of each marking period. Teachers implement unit tests and analyze the results at the end of each unit. |
| Day Professional Learning; Monday Professional Learning Time throughout the year for professional learning in department teams; Weekly visits by Math Consultant Susan Midlarsky; Tuesday professional learning time dedicated to meetings of Teacher Rounds teams. | development during regular meetings. |

- Data tracking and monitoring within department teams according to subject-specific skills, such as:
  - Lexile score in ELA, as measured by Scantron Performance Series Assessments;
  - CCSS Math standards in Math, as measured by standards-aligned Unit Tests;
  - Performance Skills in Science, as measured by lab reports; and
  - Performance Skills in Social Studies, as measured by document-based questions.
- Analysis of this data in planning and department meetings;
- Data conversation meetings between teachers and administrators after each marking period, according to a schoolwide coherent Data and Assessment Calendar; and
- Ongoing goal-setting, assessment, and reflection for students as part of the ELA and Math curriculum.
Target students for customized intervention based on classroom assessments and state test scores.

- Students with Disabilities will receive support based on their Individualized Educational Plans (IEPs), including ICT, self-contained, and pull-out SETTS models. Special Education Teachers and their general education co-teachers have co-planning time built into their schedules. This ensures that ICT classrooms are a collaborative effort to support all students while truly integrating students with disabilities with their non-disabled peers.
- ELL students will receive push-in support from an ENL teacher according to their level of English proficiency. The ENL teacher plans with all teachers to ensure that appropriate scaffolds are given to ELL students to access the curriculum. These scaffolds include
- At-risk students are identified based on performance on state tests and in-class assessments. Teachers collaborate with administration to identify appropriate intervention for these students.

| All teachers and administrators | August 23, 2018 - June 26, 2019 | The admin team supervises instruction for students with disabilities and English Language Learners. Administrators develop intervention plans in collaboration with teachers during Initial Planning Conferences, observation cycles, grade team meetings, and regular data conferences. |

### 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.** |

**Parent Orientation Meeting for incoming sixth grade parents:** June 2018. This Orientation meeting will introduce parents to the school's expectations and curricula, including our rigorous standards and grade expectations.

**Student Orientation Meeting for incoming sixth graders:** August 27 - August 30, 2018. Parents will meet their children's teachers and receive information about schoolwide expectations at an introductory meeting on the first day of this Orientation program.

**Curriculum Night:** September 20, 2018; grade teams will be responsible for presenting information to parents about academic and behavioral expectations for students, in addition to structures for communicating these expectations to parents. All teachers will present parents with their syllabi, samples of quality student work, and Common Core standards related to the class.

**Weekly Progress Report:** Parents receive this weekly summary of their children's grades, attendance, and behavior merit and demerit points every Friday from the school. This information is generated from EdBoard, an online student information system that parents and students can access using an individualized username and password. Student "PSI" scores are determined from all of these data sources and are used to determine student eligibility for regular incentives and special events.
Year-Long Parent Engagement Activities: Students who are failing one or more subject are targeted for greater parental intervention through parent meetings starting in October 2018. The admin team, the parent coordinator, and the teachers are in charge of coordinating these meetings.

Parent-Teacher Conferences: November and March Parent-Teacher Conferences will be student-led and teacher-facilitated. Students will be prepared to speak to their parents about their academic performance and their next steps for improvement.

**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.

We leverage all of our school personnel to support this goal. Instructionally, we invest in curriculum materials and professional development to support our teachers’ implementation of standards-aligned materials, and we have designed the schedule to provide time for planning meetings among teachers. Our Monday and Tuesday professional time is organized to support teacher professional development, and our Parent Engagement time is used to consolidate our efforts. In addition, we have targeted students for individualized intervention in ELA and Math as part of our after school program. Per session has been dedicated for teachers to work in the after school program.

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

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<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>
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**Part 5 – Progress Monitoring**

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

In February 2019, students performing in our lowest third will experience a 5% increase in performance, based on ELA and Math simulation exams administered in early February. Results from these test simulations will be used in March data conversations to assess the progress of the lowest third and identify standards for further instruction in ELA and Math.

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

ELA and Math Test Simulations, adapted from Curriculum Associates’ Ready Test Sophistication materials and District 9 Math resources.

**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

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

Our school maintains a supportive environment through several features: our personalized, whole-child approach; our emphasis on collaboration in planning and teaching; our ongoing parent engagement events that unite our community for our students' success. All students receive weekly lessons in organization, goal-setting, reflection, and other skills for success during our weekly Advisory period. Every week, each student receives a Weekly Progress Report that details students' behavior and academic performance from that week. Teachers log on to this computerized system and record student behavior and grade information for their students through the course of the week. Students receive these reports on Fridays and return them, with their parents' signatures, on Monday mornings. The Weekly Progress Report captures all elements of exemplary scholarship, including strong attendance, positive behavior, and high classroom grades. The system tracks student performance in these areas with a weekly "score," called a PSI, that qualifies students for incentives and special events throughout the year.

Though our school prides itself on our robust, healthy culture, our review of relevant data reveals a troubling trend: an increase in incidences of suicidal ideation and attempted among Mott Hall III students. Such incidences numbered only 5 in school year 2015-16, and spiked in school year 2016-17 to 16. In school year 2017-18, there were 11 such incidences. Through a coordinated effort involving all stakeholders, we aim to reduce this figure by 40% this year.

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

By June 2019, OORS reports related to suicidal ideation and attempted suicide will decrease by 40%.
### 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). | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| Mott Hall III Wellness Committee will convene regularly to develop an action plan to engage stakeholders in suicide awareness and prevention throughout the school year. | Mott Hall III Students and Families | August 23, 2018 - June 26, 2019 | MH3 Wellness Committee: Guidance Counselor Parent Coordinator Admin Team Faculty Members |
| Provide professional development for staff in suicide prevention, and continue participation in District 9 professional learning around TCIS and other social-emotional initiatives | Administrators and Teachers | September 5, 2018 - June 26, 2019 | Admin Team will supervise trainings by Guidance Counselor |
| Engage Community Based Organization in training for students on suicide awareness and prevention. | Teachers and Staff | September 5, 2018 – June 26, 2019 | Guidance Counselor |
| Engage all seventh graders in mental health education as a part of their health class. | Seventh graders | September 5, 2018 – June 26, 2019 | Seventh Grade Health Teacher |
| All students will receive a mental health unit of study during their weekly Advisory period. | All students | September 5, 2018 – June 26, 2019 | Team Leaders and Administrators |
| Explore options for establishing a Montefiore School-Based Health clinic in collaboration with PS 110X. | All students | August 23, 2018 - June 26, 2019 | Administrators |

### 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.
Parent Orientation Meeting for incoming sixth grade parents: June 2018

Student Orientation for incoming sixth graders: August 23 - August 30

Curriculum Night: September 20; grade teams will be responsible for presenting information to parents about academic and behavioral expectations for students, in addition to structures for communicating these expectations to parents.

Weekly Progress Report: Parents receive this weekly summary of their children's grades, attendance, and behavior merit and demerit points every Friday from the school. This information is generated from EdBoard, an online student information system that parents and students can access using an individualized username and password.

Year-Long Parent Engagement Activities: Students who are failing one or more subject are targeted for greater parental intervention through parent meetings starting in October. The admin team, the parent coordinator, and the teachers are in charge of coordinating these meetings.

Parent-Teacher Conferences: November and February Parent-Teacher Conferences will be student-led and teacher-facilitated. Students will be prepared to speak to their parents about their academic performance and their next steps for improvement.

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.

We will need to ensure that our Guidance Counselor has adequate time to fulfill important activities that are part of this action plan. We will need to ensure that the admin team maintains a system for communicating with the counselor, attending meetings of the MH3 Wellness Committee, and monitoring our progress toward our goal.

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

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<th>Tax Levy</th>
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</table>

Part 5 – Progress Monitoring

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

In February 2019, a data review of OORs reports related to suicidal ideation and attempted suicide will be conducted to account for our progress toward our goal. We will use this analysis to identify next steps, including continued staff training and student interventions.

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

OORS Occurrence Summary

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.

From its inception, Mott Hall III has been a school built upon collaboration among teachers. Teachers are organized into a variety of teams throughout the school and collaborate to ensure student success. From formalized mentoring relationships and structured grade and department teams, to informal collegial support offered among all teachers, our teachers support one another in every aspect of their practice. Teachers’ commitment to collaboration is revealed in their responses on the 2018 NYC School Survey: 92% of teachers agreed with the statements, “The principal, teachers, and staff collaborate to make this school run effectively.” In addition to these statements, 100% of teachers say that they talk with one another about instruction, 100% of teachers say that they design instructional programs (for example, lessons and units) together, and 100% of teachers say that teachers help maintain discipline in the entire school, not just their classroom. These statistics help to explain why our school received a 4.64 score in the area of Collaborative Teachers on our 2018 School Quality Guide, which was higher than the district average by +1.13 and higher from the city average by +.96.

This year, we engaged two teachers in the District 9 Teacher Rounds initiative. These teachers met with their mentoring school monthly, attended ongoing professional development sessions, and engaged a team to conduct Teacher Rounds at the school. In May, these teachers joined our principal in attending a professional development session dedicated to Teacher Rounds at Harvard University. These teachers applied for and were awarded Peer Collaborative Teacher status at the conclusion of this school year. They began their work at our June Chancellor's Conference Day, when they engaged our staff in professional learning on the concept of teacher collaboration, presented an overview of the Teacher Rounds process, and solicited faculty members in signing up for next year’s Teacher Rounds teams.

With this groundwork established, we will be able to begin our work at full strength in Teacher Rounds at the beginning of next year. Twelve faculty members have enrolled in the initiative, which will take place during professional learning time on Tuesday afternoons. In addition, we will continue to work with department leaders to implement protocols for discussing professional literature, analyzing data, and looking at student work to set instructional next steps.

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, 50% of teachers will have participated in seven cycles of Teacher Rounds for improved teacher practice and student achievement.
### 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>
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| - 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). | All Teacher Rounds Participants | September 5, 2018 – June 26, 2019 | The Teacher Rounds facilitators will work with the Principal and Assistant Principals to build this time into our Professional Learning Calendar. |
| Utilize Tuesday professional learning time to build host preparation forms and debrief lessons observed. | All Teacher Rounds Participants | September 5, 2018 – June 26, 2019 | The Teacher Rounds facilitators will work with the Principal and Assistant Principals to build this time into our Professional Learning Calendar. |
| Schedule a whole-staff professional learning workshop to introduce goals for the year related to curriculum planning and data analysis. | All teachers | September 5, 2018 – June 26, 2019 | The Peer Collaborators will develop the agenda and bring relevant data to this meeting. |
| We will introduce and use protocols for analyzing student work and how to use the data to implement changes identify learning and instructional gaps. | All teachers | September 5, 2018 – June 26, 2019 | The Peer Collaborators will coordinate the development and implementation of protocols for analyzing student work. |
| We will share our progress in Teacher Rounds bi-monthly, to highlight the successes and explain how we are improving our practices. This includes bringing artifacts from our Rounds meetings and sharing reflections/changes we have made to our practices. | All teachers | September 5, 2018 - June 26, 2019 | The Teacher Rounds facilitators will develop protocols for sharing the information with the staff as well as collect artifacts from each meeting. |

### 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.
Parent Orientation Meeting for incoming sixth grade parents: June 2018

Student Orientation for incoming sixth graders: August 23 - August 30, 2018

Curriculum Night: September 20, 2018; grade teams will be responsible for presenting information to parents about academic and behavioral expectations for students, in addition to structures for communicating these expectations to parents.

Weekly Progress Report: Parents receive this weekly summary of their children's grades, attendance, and behavior merit and demerit points every Friday from the school. This information is generated from EdBoard, an online student information system that parents and students can access using an individualized username and password.

Year-Long Parent Engagement Activities: Students who are failing one or more subject are targeted for greater parental intervention through parent meetings starting in October. The admin team, the parent coordinator, and the teachers are in charge of coordinating these meetings.

Parent-Teacher Conferences: November and February Parent-Teacher Conferences will be student-led and teacher-facilitated. Students will be prepared to speak to their parents about their academic performance and their next steps for improvement.

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.

Central to our achievement of this action plan are our three Peer Collaborative Teachers, who have been allocated as part of our school budget and will spearhead this work. They, in collaboration with subject department leaders, will develop a Professional Learning calendar at the beginning of school year 2018-19 to maximize Monday and Tuesday afternoons as well as other dedicated time for teacher development. We will use professional learning texts and DOE resources such as the Professional Learning Handbook to guide our work on this action plan. We will also continue to engage teachers in the DOE’s Algebra for All and District 9’s Teacher Rounds and Five Practices initiatives; we will allocate per session and per diem funds as needed to support this work.

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

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

Part 5 – Progress Monitoring

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

In February 2019, the admin team in collaboration with the Peer Collaborative Teachers will review the work of the Teacher Rounds teams to date. This review will include tools used as part of Teacher Rounds cycles and evaluations completed by team members. We will use this data with Peer Collaborators to set new goals for Teacher Rounds work.

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

Teacher Rounds Participant Evaluations
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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

Our school’s teacher leaders operate in a variety of roles. Over the last year, we have developed stronger communication and consistency among practices with our team leaders through convening weekly Team Leader meetings. This communication and consistency has helped to ensure coherence in our work and maximize the effectiveness of all teams. Next year, we will enhance our professional learning opportunities through coordination with our Peer Collaborative Teachers. These teachers will work with department leaders and teachers to engage in ongoing professional learning for improved teacher practice.

Part 2 – Annual Goal

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

By June 2019, 100% of Peer Collaborative Teachers will provide ongoing mentoring to first- and second-year teachers and lead professional learning within department teams.
### 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>Grade Team Leaders</td>
<td>September 5, 2018 – June 26, 2019</td>
<td>The assistant principal develops the school schedule to accommodate team leader meetings; the entire admin team will develop agendas for these meetings.</td>
</tr>
<tr>
<td>Subject team leaders</td>
<td>September 5, 2018 – June 26, 2019</td>
<td>The assistant principal develops the school schedule to accommodate department leader meetings; the entire admin team will develop agendas for these meetings.</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 5, 2018 – June 26, 2019</td>
<td>The admin team will coordinate the development and implementation of protocols for teacher team meetings.</td>
</tr>
<tr>
<td>First- and second-year teachers</td>
<td>September 5, 2018 – June 26, 2019</td>
<td>The assistant principal develops the school schedule to accommodate professional learning activities among new teachers and Peer Collaborative Teachers.</td>
</tr>
</tbody>
</table>

---

**Schedule regular team leader meetings to facilitate stronger communication among all members of the school faculty and foster coherent practices among grade teams.**

**Schedule regular department leader meetings as well as meetings with Peer Collaborative Teachers to strengthen communication and align practices for curriculum planning, instruction, assessment and data collection, and professional learning across subject departments.**

**Develop and plan for implementation of coherent protocols across teacher team meetings for structuring group discussions, data analysis, and looking at student work.**

**Designate planning meetings for mentoring activities between first- and second-year teachers and Peer Collaborative Teachers.**
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.

**Parent Orientation Meeting for incoming sixth grade parents: June 2018**

**Student Orientation for incoming sixth graders: August 23 - August 30, 2018**

Curriculum Night: September 20, 2019; grade teams will be responsible for presenting information to parents about academic and behavioral expectations for students, in addition to structures for communicating these expectations to parents.

Weekly Progress Report: Parents receive this weekly summary of their children's grades, attendance, and behavior merit and demerit points every Friday from the school. This information is generated from EdBoard, an online student information system that parents and students can access using an individualized username and password.

Year-Long Parent Engagement Activities: Students who are failing one or more subject are targeted for greater parental intervention through parent meetings starting in October. The admin team, the parent coordinator, and the teachers are in charge of coordinating these meetings.

**Parent-Teacher Conferences: November and February Parent-Teacher Conferences will be student-led and teacher-facilitated. Students will be prepared to speak to their parents about their academic performance and their next steps for improvement.**

### 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.

We have allocated funds to have three Peer Collaborative Teachers at our school for next school year. We will need to accommodate into our school program meeting time for Peer Collaborative teachers, team leaders, and department leaders to convene to discuss current initiatives and coherent practices. We will use instructional resources such as protocols to guide our work in professional learning. Each grade team meets once a week; we will need to work within our school program and professional learning time to accommodate regular meetings of subject departments and Teacher Rounds teams.

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

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

### Part 5 – Progress Monitoring

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

We will conduct a thorough review of the professional learning agendas, meeting minutes, and artifacts from PL sessions to assess the coherence of our professional learning programs and set new goals for further growth. By looking at these documents for each professional learning group, we will be able to determine which groups are actively using protocols to drive professional growth and which groups should be targeted for further support.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.
MOTP data will indicate growth in the area of 3b, Questioning and Discussion Techniques, and 3c, Engaging Students in Learning.

<table>
<thead>
<tr>
<th>Part 5c. In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>

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.

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

These schoolwide systems and events may contribute to the positive responses our parents make on the NYC School Survey every year. In 2018, 96% of parents agreed with the statement, “I feel respected by my child’s teachers.”

Next year, we plan to continue our strong performance in the areas of Family and Community Ties and further develop opportunities for parents to stay informed and participate in events inside and outside of the school day.

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, our school will experience an increase of 25% in parent participation, as measured by attendance at family engagement events and activities.
### 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>Maintain weekly meetings with parent coordinator and team leaders to coordinate parent participation and communication.</td>
<td>Mott Hall III families and community members.</td>
<td>August 23, 2018 (Start of Student Orientation) – June 26, 2019</td>
<td>The admin team will supervise and collaborate with the Parent Coordinator.</td>
</tr>
<tr>
<td>Develop and strengthen our hallmark parent engagement events, such as Family Day, Curriculum Night, Thanksgiving, and celebrations for Hispanic Heritage Month, Black History Month, and Mother's Day.</td>
<td>Mott Hall III families and community members.</td>
<td>August 23, 2018 – June 26, 2019</td>
<td>The parent coordinator will work with the admin team and all stakeholders to coordinate these activities.</td>
</tr>
<tr>
<td>Maintain a weekly bulletin for families to update them about our school's progress toward goals, highlight student and teacher achievement, and keep them informed about important upcoming dates.</td>
<td>Mott Hall III families and community members</td>
<td>August 23, 2018 – June 26, 2019</td>
<td>The parent coordinator will work in collaboration with the Community Coordinator and admin team to design, write, and publish the weekly parent bulletin.</td>
</tr>
<tr>
<td>The Parent Coordinator will conduct outreach to other parent coordinators to learn from their best practices.</td>
<td>Parent Coordinator</td>
<td>September 5, 2018 - June 26, 2019</td>
<td>Parent Coordinator, with supervision from admin team.</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.

| N/A |

### Part 4 – Budget and Resource Alignment

2018-19 CEP
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.

We will allocate time weekly for meetings with our parent coordinator. We will use the expertise of our Community Coordinator to develop a template and graphics for our weekly parent bulletin. We will use the resources of all faculty members, including our Community Coordinator, dance teacher, band teacher, and other faculty members, to coordinate our ongoing parent engagement activities throughout the year.

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>
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<tbody>
<tr>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
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</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.

In February 2019, the Community Coordinator will support the Parent Coordinator in aggregating data from attendance sheets at family engagement events to determine what percentage of parents are participating at these events. These statistics will be collected in a spreadsheet for ongoing progress monitoring. We will use these statistics to revise and update our goal for the second half of the year.

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

Family Engagement Events Attendance Sheets; data collected and analyzed by members of the admin team and parent coordinator.

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>
</table>
| English Language Arts (ELA)                 | ELA test scores; Student Lexile and TC Assessment Reading Levels, as measured by Performance Series and TC Assessments |● Students are guided in choosing independent reading books that meet their independent reading level. **Individual conferences** with students help teachers assess students’ comprehension of the texts they have selected.  
  ● Teachers **scaffold concepts**, **preview vocabulary**, and give **graphic organizers** to students to support their comprehension of complex content.  
  ● **Student partnerships** in reading support students’ comprehension of texts, including their comprehension of advanced vocabulary.  
  ● Our SETSS, ESL, and Special Education teachers provide additional support for students in a **push-in** setting. They also **modify major** |● Reading conferences: one-to-one  
  ● Push-in support: small-group targeted instruction  
  ● Student partnerships: one-to-one  
  ● Curricular supports in reading and writing: Whole-class  
  ● After school tutoring: Small-group targeted support | Daily during ELA class, and during after school academic instruction Monday through Thursday |
## Assessments for students with IEPs.

- Teachers use interactive read-aloud to build engagement and comprehension of complex texts.

- Teachers use a **standardized rubric** to assess student writing. Students receive instruction in how to use this rubric to assess and improve their own written pieces.

- AIS students also receive after school tutoring. The ELA after school curriculum consists of **nonfiction reading** supported in **small group book clubs**.

### Mathematics

<p>| NYS Mathematics Test Scores; scores on end-of-unit assessments | All of our students are enrolled in Math skills classes for at least three hour-long periods each week. During this class, students use the <strong>individualized and differentiated computer program</strong>, Khan Academy, to receive targeted practice. |
| --- |
| | Our SETSS, ESL, and Special Education teachers provide additional support for students in a <strong>push-in</strong> setting. They also modify major assessments for students with IEPs. |
| Math Skills class: Individualized instruction through a computer-based program | Push-in and Pull-out Support: Small-group targeted instruction |
| After school tutoring: Small-group instruction | Daily during Math class, and during after school academic instruction Monday through Thursday |</p>
<table>
<thead>
<tr>
<th>Science</th>
<th>Scores on end-of-unit assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• AIS students also receive after school tutoring in math.</td>
<td>• Our Science teachers expose students to <strong>hands-on, in-depth science investigations</strong> that are focused on making abstract concepts more concrete.</td>
</tr>
<tr>
<td></td>
<td>• Students work with <strong>partners and in small groups</strong> to support one another’s progress in science labs and other assessments.</td>
</tr>
<tr>
<td></td>
<td>• Teachers give students targeted <strong>practice with core reading strategies</strong> by dedicating at least one period each week to reading from <strong>Science World</strong> magazine.</td>
</tr>
<tr>
<td></td>
<td>• Students receive <strong>checklists, rubrics, and benchmark deadlines</strong> to successfully complete major assessments, such as their Science Expo projects.</td>
</tr>
<tr>
<td></td>
<td>• Special education teachers work with Social Studies teachers to make <strong>modifications</strong> to major tasks and assessments for students with IEPs.</td>
</tr>
<tr>
<td></td>
<td>• SETTS and ESL teachers provide individual support for</td>
</tr>
<tr>
<td></td>
<td>• Instructional approaches, reading practice, and additional supports with the whole class</td>
</tr>
<tr>
<td></td>
<td>• Push-in and Pull-out support: small-group targeted instruction</td>
</tr>
<tr>
<td></td>
<td>• Student partnerships and groups: one-to-one and small-group</td>
</tr>
<tr>
<td></td>
<td>Daily during science class</td>
</tr>
</tbody>
</table>
| Social Studies | Scores on end-of-unit assessments | Our Social Studies teachers use **chunking** and **annotating** to facilitate all students’ understanding of content readings.

- Teachers **preview vocabulary** before reading prior to reading complex passages with students.

- Special education teachers work with Social Studies teachers to make **modifications** to major tasks and assessments for students with IEPs.

- Teachers provide **graphic organizers** to help students organize their notes from reading and prepare for writing.

- Teachers **scaffold skills** prior to engaging students in reading tasks.

- Special education teachers work with Social Studies teachers to make **modifications** to major tasks and assessments for students with IEPs.

- SETTS and ESL teachers provide individual support for...
| Instructional approaches, reading practice, and additional supports with the whole class

- Push-in and Pull-out support: small-group targeted instruction

- Student partnerships and groups: one-to-one and small-group... | Daily during social studies class |
<table>
<thead>
<tr>
<th><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></th>
<th><strong>students in push-in settings.</strong></th>
<th><strong>One-to-one, small group, and whole-school support.</strong></th>
<th><strong>Counseling sessions scheduled during the school day.</strong></th>
</tr>
</thead>
</table>
| Mandated students as written in their IEPs; At-Risk students who are referred by teachers | ● Group counseling  
● Individual counseling  
● Family counseling  
● Referrals to outside counseling agencies  
● Participation in the Advisory committee to support the weekly schoolwide Advisory program, including individual teacher-advisors, in guiding at-risk students to make wise decisions for their future. |  |  |
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)

### Part A: FOR TITLE I SCHOOLS

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

   | 24 |

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

   We support our STH population by acquiring necessary school supplies, uniforms, scholarships for field trips and entrance fees, and other resources necessary for school success. Our school uses 100% of our credit with our uniform company, Flynn and O'Hara, to supply uniforms to families in need, including STH families. We have a robust system for referring students for counseling services and intervention programs on an ongoing basis, and these services are provided to the referred students as they are needed.

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

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

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

<table>
<thead>
<tr>
<th>N/A</th>
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<th>N/A</th>
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</thead>
</table>
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></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</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.

- Administrative staff attends hiring fairs and networks with teacher preparation programs to identify and recruit highly-qualified teachers.
- Mentors are assigned to support first-year and struggling teachers.
- All teachers have received Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching. They have completed their own self-assessments using the Danielson rubric and they have used these self-assessments in professional conversations with administrators during Initial Planning Conferences, Pre- and Post-Conferences as part of the formal observation cycle, and informal observation debriefs.
- Teachers participate in a variety of ongoing professional development activities, including weekly planning meetings, regular department meetings, weekly grade team meetings, and regular faculty conferences. Agendas for these meetings are planned strategically by the Cabinet to follow a logical sequence aligned with the school’s goals.
- Administrators conduct ongoing, frequent formal and informal observations with teachers, and debrief with teachers around areas of strength and next steps using the Danielson rubric.

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).

- Within the regular PD structures within our school (weekly planning meetings, regular department meetings, weekly grade team meetings, and regular faculty conferences), teachers learn about the following topics:
  - Understanding the “instructional shifts” demanded by the Common Core State Standards, as well as the six elements of the Framework for Great Schools;
Using the “Released Questions with Annotations” guides to the NYS ELA and Math tests to analyze the ways in which specific Common Core Standards are tested;

Implementing common-core aligned curriculum in a way that is responsive to student need and aligned with New York State testing demands;

Looking at student work and using data to plan instructional next steps;

Collaborating to support students’ literacy practices across ELA and content area classes, including the use of common strategies for teaching argument writing, citing evidence for ideas drawn from text, and conducting close reading of complex texts; and

Moving instructional practice along key areas of the Danielson rubric, including 3b: Using Questioning and Discussion Techniques and 3d: Using Assessment in Instruction.

Differentiated PD will be provided to teachers according with their areas of need and level of experience. These differentiated PD opportunities will be outlined in our Schoolwide PD Plan organized at the beginning of the year.

All teachers are given Planning Guides for their departments. These planning guides delineate coherent practices for each department, including templates for Curriculum Maps, Unit Plans, and Lesson Plans. Each of these templates allows teachers to describe the Common Core Standards addressed in each plan.

Administration plans and facilitates Data Conversations with teachers after each marking period to analyze recent assessment data and develop action plans in response to areas of weakness. This fosters ongoing goal-setting, assessment, and reflection among teachers and administrators around assessment data aligned to Common Core Standards.

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**Part 3: TA Schools Only**

3a. Use of Program Resources

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

| N/A |

3b. TA Coordination with the Regular Program

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

| N/A |

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**Part 4: SWP Schools Only**

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The structure that we use to ensure that teachers participate in the decision-making process are department meetings which meet regularly during professional learning time. Each spring, teachers meet in departments to evaluate the effectiveness of the NYC Periodic Assessments used in the previous school year. Then, they assess the options available in the coming year and they make selections for the assessment package they prefer. At four points during the year, administrators meet with teachers to review assessment data during Data Conversations. During these conversations, teachers and administrators discuss action plans to address the major learning needs suggested by the assessment data. Teachers also use this formative data during their weekly planning meetings to inform their instruction.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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 (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</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>$340,322.00</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, and 5D</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,397,769</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>
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.

Important Note: The following funds may not be consolidated:

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.
• **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.

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**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 09X128, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

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

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

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### 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 Education (ESSA) 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.

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### School-Parent Compact (SPC)

09X128, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

---
**I. School Responsibilities: High Quality Curriculum**

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

## II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>128</td>
</tr>
</tbody>
</table>

School Name: Mott Hall III

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jorisis Stupart</td>
<td>Joanna Mora</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Jonathan Hull</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Jennifer Simon</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Andrew Hendricks/ELA</td>
</tr>
<tr>
<td>Parent</td>
<td>Lavinia Colon</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Christa Buccola/Science</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Janet Medina</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Felicia Jackson</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Luis Quan</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Leticia Rosario-Rodriguez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>368</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>17</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>4.62%</td>
</tr>
</tbody>
</table>
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

- Transitional bilingual education program (TBE) [Yes] [No]
- Dual language program (DL) [Yes] [No]
- Freestanding ENL [Yes] [No]

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>
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<tr>
<td>TBE</td>
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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?

   We use the Scantron Performance Series assessments to assess the early literacy skills of our ELLs. Most of our ELL students fall between the 500L-900L range. Data from these assessments show that the majority of our ELLs are reading 2-3 levels below grade level. This data has informed the schedule and strategies that our ESL teacher uses to support the ELLs at our school. Mr. Hull's schedule allows him to co-teach in 6th, 7th, and 8th grade ELA classes, where skills from the Common Core Standards are emphasized, and to support his students' development and comprehension in those content areas. He also uses the data to inform him of which instructional strategies would best improve a student's comprehension of the content including text chunking, pre-teaching and modeling. In 2017, 88% of the ELL population scored Expanding on the NYSESLAT; the remaining 22% scored at the Transitioning level. For this reason, the majority of supports are provided in an integrated classroom. Common planning time shared with ELA teachers from 6th, 7th, and 8th grade gives Mr. Hull the ability to keep up to date with each of his co-teachers. Curriculum maps, unit plans, and lesson plans are all uploaded to Google Drive and shared with the entire staff. Unit plans contain the standard, text, and task for each lesson. This year, 35% have an IEP and 47%
are classified as Long-Term ELLs. Students with an IEP are given the supports listed in their IEP. Long-Term ELLs’ writing and reading are tracked via writing samples and reading tests administered throughout the year.

2. **What structures do you have in place to support this effort?**
   - Common planning time with core subject teachers and ESL teacher.
   - Grade team meetings.
   - Curriculum maps, unit plans, and lesson plans uploaded to Google Drive staff folders organized by subject and grade.
   - Unit plans list standard, text, and task for each lesson.

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 our success by disaggregating data from school-wide NYS ELA and math assessments to determine the performance and progress of our ELL students as it compares with that of the student body as a whole. We examine our state report card to determine if we have met AYP for our ELLs. Additionally, we administer writing, reading, and grammar diagnostics in the first two months of the school year to identify areas of need and potential focuses for small group instruction. Progress is measured through benchmark assessments administered in January and a summative assessment administered before the NYSESLAT in April. ELL students attend an after-school test preparation program where the data collected from the diagnostic and benchmark assessments are used to inform instruction further. We also track student performance and progress on the NYSESLAT each year to evaluate the success of our programs for ELLs. Our students tend to score highest on Reading and Speaking while Listening and Writing lag behind. We are meeting our ESSA targets for ELLs.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**
   Students are grouped in class according to results acquired in summative assessments. Once in groups, students are taught via the various co-teaching models during integrated ENL time.

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.]
   N/A

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].
   The data patterns across proficiency levels on the NYSITELL and NYSESLAT and grades demonstrate that many of our students perform higher in reading and/or speaking skills than they do on listening and writing. Therefore, much of the instructional support that our teachers offer to our English Language Learners is focused on scaffolding for listening to take notes and writing cohesive essays. In order to maintain the current level of performance in reading, we continue to scaffold for reading complex texts and giving students opportunities to present to their classmates as a means of practicing all four modalities.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**
   Weekly planning and grade team meetings between administrators, core subject teachers, and ESL teacher take place. These meetings are used to discuss a range of topics but are always data-driven. The majority of our data is stored in Google Drive on several Google Sheets, including an ‘ELL Students' Google Sheet which stores up to date data on our current and former ELLs. By containing this data in a comprehensive spreadsheet, laid out in several tabs, it can be easily sorted to meet the needs of a given meeting. Much of this data comes from the EDAT, however, the EDAT is too large a file to serve as a day-to-day tool. Rather, it is used as a monthly reference to ensure that our spreadsheets are up to date.

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**Part IV: ELL Programming**

2018-19 CEP
Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   
   a. Freestanding ENL program.
      
      ENL instruction is delivered using the integrated co-teaching model with two certified teachers (content area teacher and ENL teacher). During integrated instruction, teachers collaborate, instruct, and assess the progress of the ELLs and other students. Our ELLs are in block classes of nearly homogeneous proficiency. The benefit of this ENL methodology is that it enhances students’ skills in the four modalities -- listening, speaking, reading, and writing -- while not disrupting the students’ access to daily classroom instruction. The ENL teacher differentiates learning tasks and materials and provides a variety of verbal and non-verbal supports. We have stand-alone ENL for our 2 students at the transitioning level as per CR 154.2. These students are pulled from their ELA skills period on Thursdays and Fridays, where they receive the same lesson with a variety of language supports.
   
   b. TBE program. If applicable.
      
      N/A
   
   c. DL program. If applicable.
      
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      
      At Mott Hall III, students present a range of proficiencies from emerging to expanding ability levels. The ESL teacher’s program is structured in a way that all students receive their mandated instruction. In order to do this, our ELL students are placed in specific classes on each grade level according to their proficiency levels. To devise the ENL teacher’s co-teaching schedule, we use the class schedule of those specific homerooms and prioritize his presence in content area classes. The ENL teacher also has an Advisory and Talent Period class, during which time he works with ELL students. All transitioning and expanding students receive 90 minutes of ENL/ELA and 90 minutes of integrated content/ENL instruction per week. Our commanding students receive 90 minutes of integrated content/ENL per week. We do not have any entering or emerging ELLs.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
e. Former ELLs up to two years after exiting ELL status
   a. We currently do not have any SIFE students enrolled at our school.
   b. The two students who have been in US schools less than three years span a range of NYSESLAT proficiency levels and include students in grades 6-8. These students receive services from our ENL teacher, Mr. Hull, who pushes into content area and English Language Arts classes for the number of minutes that is required by their ELL status. Mr. Hull uses instructional strategies and materials such as bilingual glossaries, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with peers to support our newcomers' development. Our newcomers are also in Mr. Hull’s Advisory class, which meets once a week for 55 minutes. During this time, Mr. Hull conducts individualized conferences with students about their academic and behavioral progress. He also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for personal success.
   c. The 14 students who are receiving service from 4-6 years span a range of proficiency levels and include students in grades 6-8. These students receive services from our ENL teacher, Mr. Hull, who pushes into content area and English Language Arts classes for the number of minutes that is required by their ELL status. Mr. Hull uses instructional strategies and materials such as books on tape, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with peers to support our long-term ELLs' development. Our ELLs receiving service from 4-6 years are also in Mr. Hull's Advisory class. During this time, Mr. Hull conducts individualized conferences with students about their academic and behavioral progress. He also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for personal success.
   d. The ten students who are designated long-term ELLs include students in grades 6-8. These students receive services from our NYS-certified teacher, Mr. Hull, who pushes into content area and English Language Arts classes for the number of minutes that is required by their ELL status. Mr. Hull uses instructional strategies and materials such as books on tape, chunking and annotating of texts, teacher think-alouds, small-group conferences, and facilitation of collaborative work with peers to support our long-term ELLs' development. Our long-term ELLs are also in Mr. Hull's Advisory class. During this time, Mr. Hull conducts individualized conferences with students about their academic and behavioral progress. He also conducts lessons in topics such as self-esteem, teamwork and leadership, and habits for personal success.
   e. All former ELLs are identified for targeted assessment monitoring throughout the school year. All teachers are trained in supporting the needs of ELL learners, and they use these strategies for current and former ELLs alike. All faculty members also engage in data analysis of student achievement data, disaggregated by ELL and Former-ELL status, to monitor the progress of these students throughout the year. Former ELLs participate in our AIS afterschool program on Wednesday and Thursday afternoons for one hour and 15 minutes each session. These afterschool sessions are taught by NYS certified ELA and Math teachers.

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

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

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.
We offer an after-school AIS program on Wednesday and Thursday afternoons. These programs target all of our ELLs, and they are offered in English-only. We use informal assessment during the program and formal assessment during the school day to track the gains made by ELLs in a way to measure the effectiveness of the program. Our Long-Term ELL students are also invited to participate in an ENL after-school program provided by Mr. Hull which begins in October. Lastly, Mr. Hull teaches a stand-alone ENL class first period on Thursday mornings in which all eight Long-Term ELLs are enrolled.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We feel that our current integrated co-teaching (two qualified teachers, content and ESL) model is effective, and we will not be considering new programs or improvements for the upcoming school year.

10. If you had a bilingual program, what was the reason you closed it?
We feel that our current programs and services are effective and will not be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs, as they are integrated seamlessly into all school programs and activities. These school programs include regular classroom instruction with push-in support from our ENL teacher, as well as after-school AIS programs. During all family events, Spanish oral interpretation services are available. We also utilize the services of the NY Translation & Interpretation Unit when necessary. The majority of parents choose English as their preferred language of communication.

Supplemental Programs for ELLs Include:
Monday - ELL-only Advisory Period w/ Mr. Hull to debrief on the week's issues and strategize solutions for common problems.  
Wednesday - After school ENL program open to all ELLs, designed to target LTELLs by using a variety of mediums to assess growth (final projects can include speeches, PowerPoint presentations, essays, etc.)  
Thursday - ENL Class aimed at LTELLs. The class takes place during 'talent period' and is titled 'Nature's Fury.' Tasks are designed around the 8th grade NY State science scope and sequence.

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.
The instructional materials that are used to support ELLs include Smartboard interactive lessons in every subject; complex texts, including primary and secondary sources, informational texts in science and social studies, and nonfiction and trade book novels in ELA; internet research; graphic organizers; mathematics manipulatives; flash cards to support vocabulary development in each subject; and guided reading and readers' theater materials.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
When asked students receive native language support through translated materials, the use of bilingual glossaries, ENL literacy strategies for students that are aligned with the ELA/content area curriculum (BICS and CALP), and the use of an L1 buddy system. However, our program is English-only.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All services and materials are grade and age appropriate. Mott Hall III offers a SETSS, an ICT and a self-contained class for ELL-SWDS. ELL-SWDS are placed into the least restrictive environment based on their IEPs and given materials appropriate for their level. Mr. Hull also uses the NLAP to inform his instruction during ENL class and after school and elaborated on this resource with his colleagues during a professional development.

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?
The instructional materials that are used to support ELLs include Smartboard interactive lessons in every subject; complex texts, including primary and secondary sources, informational texts in science and social studies, and non-fiction and trade book novels in ELA; internet research; graphic organizers; mathematics manipulatives; flash cards to support vocabulary development in each subject; and guided reading and readers' theater materials.
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We hold a student orientation a week before the beginning of the school year. Students are introduced to their new school, teachers, fellow classmates, and the expectations of the curriculum. We also have a parent meeting on Curriculum Night to better familiarize the parents with our school and programs. When our ELLs enroll in our school throughout the school year, our ENL teacher, Mr. Hull, calls parents to familiarize them with our school programs and policies, and he meets with families when necessary. All ELL students are assigned Mr. Hull’s weekly Advisory class, where they receive individualized check-in meetings about their academic and behavioral progress and learn lessons about habits for success.

17. What language electives are offered to ELLs?
At this time we do not offer language electives to ELLs.

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)?

   N/A

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   Our ESL teacher, Mr. Hull, attends professional development workshops held by the Department of Education and Borough Field Support Center. He turnkeys this professional development to all teachers of ELLs during weekly professional development sessions, held on Mondays and Tuesdays during Professional Learning time and on Chancellor’s Conference Days. He also participates in both grade team meetings and planning meetings, in which the academic and social/emotional needs of ELLs is discussed. Recent ELL PD topics include information on second language acquisition and analyzing NYSESLAT scores.

   Our schoolwide professional learning time takes place on Monday and Tuesday afternoons. As part of our PD plan, Mr. Hull leads workshops to all teachers on strategies for supporting the achievement of ELL students. Additional PD topics have included: an examination of ELA and Math achievement data disaggregated by ELL status, and planning for next steps; a discussion of the instructional shifts demanded by the Common Core Learning Standards, and how they are reflected in our curriculum maps, unit plans, and lessons; professional learning on facilitating students’ close reading of complex texts, especially in the content areas; steps to improve differentiation for ELLs using the New Language Arts Progressions (NLAP); and the use of a protocol for looking at student work in grade teams to determine next steps for ELL students.

   2017-18 Professional Development Schedule and Topics:

   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.
Our teachers are given curriculum and professional development support in implementing an Advisory program to assist students, including ELLs, as they transition from elementary to middle school. Our Advisory classes meet once a week; during that time, teachers check in with small groups of students on their academic and behavioral progress, based on data from their grade and behavior progress reports; these Advisories also explore topics such as self-esteem, conflict management, and habits for success. As part of their professional development, faculty advisers are trained to contact homes of their advisees to introduce themselves, clarify expectations, and inquire about students’ prior school experiences and goals for the year. Mr. Hull, our ENL teacher, is an adviser for all of our ELL students in grades 6-8. Our guidance counselor, Ms. Jennifer Simon, receives professional development on ELL topics during school wide PD.

As stated above, Mr. Hull presents information about meeting the needs of our ELLs during professional learning time on Monday and Tuesday afternoons. He participates in weekly team and planning meetings led by administrators and teachers of ELLs. At these planning meetings, teachers collaborate to plan strategies for differentiation and skill development among ELL learners. They also look at recent student data, disaggregated by ELL status, to assess progress and plan next steps. Mr. Hull uses these meetings to turnkey information that he receives from outside workshops. Finally, all of our teachers are invited to attend workshops offered through the Department of Education and our Borough Field Support Center. Teachers track their professional development hours by keeping track of the agendas and through a tracker provided by the UFT.

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?
   All parents are invited by Mr. Hull to attend an ENL orientation in early October, where translation services are provided. Spanish and French-speaking staff members translate for parents, while the Translation & Interpretation Services line is used for those who need it. Parents are invited to review the levels of proficiency and to compare their child’s level to the Commanding score. Annual individual meetings with parents of ELLs are be scheduled throughout the year. These meetings are logged in the ‘ELL Students’ Google Sheet referenced above. All efforts will be made to have all the student’s content area teachers and ENL teacher in attendance. If parents are unable to come in phone conferences will be scheduled. Translators are brought in as needed.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator, school staff, and PTA board plan activities throughout the school year to foster parental involvement for parents of ELLs. These activities include monthly PTA and SLT meetings, regular workshops on topics such as computer skills and the high school admissions process, informative meetings such as Curriculum Night, and family celebrations, such as the Hispanic Heritage Month celebration, 3 C’s Fall Fiesta, Holiday Showcase, Black History Month celebration, Mother’s Day celebration, and End-Year Talent Show. Spanish translation occurs at all of these events, led by Ms. Medina, Mr. Olivo, or Spanish-speaking teachers. All of these events foster ELL parent involvement as they are all, in some way, a celebration of culture. In addition, all fliers and meeting notices are translated into Spanish. Ms. Lam, an office staff member, speaks four African dialects and contacts parents who speak these languages to alert them of these events.

Additional Information

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

N/A
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, Jorisis Stupart, 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 NYSITEELL 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 NYSITEELL, 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

### School Name: Mott Hall III  
**School DBN:** 09X128

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Jorisis Stupart</td>
<td>Principal</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Joanna Mora</td>
<td>Assistant Principal</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Janet Medina</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Jonathan Hull</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Lavinia Colon</td>
<td>Parent</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Andrew Hendricks/ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Christa Buccola/Science</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/18/17</td>
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<td>Coach</td>
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<td></td>
<td>Coach</td>
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<tr>
<td>Jennifer Simon</td>
<td>School Counselor</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Leticia Rosario-Rodriguez</td>
<td>Superintendent</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Luis Quan</td>
<td>Field Support Center Staff Member</td>
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<td>9/18/17</td>
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<td>Other</td>
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Other ___

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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>Rachel</td>
<td>Rymer</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
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</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.

Parents are given a Home Language Identification Survey to determine what language the family speaks at home. An informal interview in English and the native language is conducted. If a parent is only able to communicate in their native language, documentation and translation services will be provided for them. This information is then recorded in ATS by our school secretary. According to ATS, 28% of parents need documents translated into Spanish, while less than 3% need documents translated into other languages. We generate and review up-to-date ATS reports that indicate preferred languages for parents throughout the year, and when parents’ language of preference changes, we ensure that the change is noted on the student's blue card as well as in ATS. This fall, we have also made a concerted effort to reach out to all families this school year and update their contact information and language preference in our online student information system. A list of parents’ L1 is kept by the ENL Coordinator.
2. List parents’ preferred languages for both written and oral communication. 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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>153</td>
<td>28</td>
<td>153</td>
<td>28</td>
</tr>
<tr>
<td>Fulani</td>
<td>5</td>
<td>.92</td>
<td>5</td>
<td>.92</td>
</tr>
<tr>
<td>French</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Soninke</td>
<td>4</td>
<td>.74</td>
<td>5</td>
<td>.92</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student handbook</td>
<td>1. June &amp; September 2017</td>
<td>1. Parent Coordinator and IT Director translate documents as needed</td>
</tr>
<tr>
<td>Parent-teacher conference announcements, announcements of other parent events</td>
<td>September, November, March and May and as needed</td>
<td>Parent Coordinator and IT Director translate documents as needed</td>
</tr>
<tr>
<td>Monthly calendars, important letters from the principal and admin team, after-school program information</td>
<td>Monthly and as needed</td>
<td>Parent Coordinator and IT Director translate documents as needed</td>
</tr>
<tr>
<td>NYS testing dates and curriculum information</td>
<td>April, May and as needed</td>
<td>Parent Coordinator and IT Director translate documents as needed</td>
</tr>
</tbody>
</table>
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>November 30, 2017 parent-teacher conferences</th>
<th>November 3, 10, 17 &amp; 22, 2017</th>
<th>Interpretation will be provided by MH3 bilingual staff and faculty as well as the DOE Translation &amp; Interpretation Unit (as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 6, 2017 parent-teacher conferences</td>
<td>Feb. 16, March 2, 2018</td>
<td>Interpretation will be provided by Mott Hall III Bilingual Staff and Faculty and the DOE Translation and Interpretation Unit (if necessary).</td>
</tr>
<tr>
<td>May 9, 2017 parent-teacher conferences</td>
<td>4. April 20, 27, May 4, 2018</td>
<td>Interpretation will be provided by Mott Hall III Bilingual Staff and Faculty and the DOE Translation and Interpretation Unit (if necessary).</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.

In the event of a school emergency our we use our robo call system to communicate with our Spanish speaking parents. We also have Spanish fluent staff members call them directly.

**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.

Professional learning will be conducted during Professional Learning Mondays to ensure that the school community is aware of and informed on A-663.

Resources to be utilized to meet our goal include:

1. DOE Translation and Interpretation Unit
2. MH3 Bilingual Staff/Faculty
3. Bill of Parent Rights and Responsibilities
4. DOE Signage

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

2018-19 CEP
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.)

We have posted the Welcome poster in a prominent location in the lobby of the building. We have provided parents with a copy of the Parent's Bill of Rights. We have also provided all parents with a copy of the Expect Success Guide. We will continue to provide interpretation services at all school events as needed.

**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?

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